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Ministry of Education, contact us toll-free at:

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Message from the Minister and Accountability Statement

Our Government has pledged to make British Columbia the best-educated, most literate jurisdiction on the continent. Since 2001, we have worked with educators, students, parents, trustees and communities to improve student achievement and achieve that goal. Together, we have made great strides over the past five years, and this report details the accomplishments and the commitments we have met along the way.

Our plan is working.

We set ambitious targets that work toward the Government's Five Great Goals, with a keen eye on priorities such as student achievement, literacy, student health, physical activity, and improving Aboriginal student performance.

We already know that B.C. has one of the best education systems in the world, and there is good reason to be proud of that. British Columbia currently has a record school completion rate of 79 per cent, and on the most recent international test of 15-year-olds (Programme for International Student Assessment), no one outperformed B.C. students in math and reading — and only Finland and Japan outperformed B.C. in science. British Columbia students also scored higher in 10 subjects on 2004/05 provincial exams, compared to the previous year.

Literacy is a key to student achievement and following the May 2005 election, the Ministry was given responsibility for early learning, literacy and libraries. With one ministry taking a lead role for all literacy initiatives, we can meet the needs of the whole family — from preschoolers to grandparents.

Since 2001, the Government has invested $50 million in programs and resources to improve literacy rates, including $1.8 million to public libraries to increase child and adult literacy, $10 million for innovative literacy teaching practices, and $50,000 to the Books for Babies program. We continued the Ready, Set, Learn program for a second year to help prepare our youngest learners for Kindergarten. Last year, 35,000 parents attended Ready, Set, Learn open houses at nearly 1,000 schools across B.C., and we anticipate even more schools and more parents will participate this year.

The Ministry of Education is also instrumental in helping the Province reach its second great goal: lead the way in North America in healthy living and physical fitness. Healthy living starts with healthy eating. We are helping students make healthier food choices and soon, schools in B.C. will no longer offer unhealthy food for sale. In fact, we have already introduced guidelines for food and beverage sales in B.C. schools and many schools have already taken the initiative by offering more healthy food choices to their students.

As part of ActNow BC, we have invested more than $15.5 million to help make B.C. students the healthiest and most physically active in Canada, including investments in Action Schools! BC to expand the program province-wide by 2010 and develop a secondary

school model. Early results are seeing success for Action Schools! B.C., with 893 schools registered in the program for the 2005/06 school year — that is 276 more schools than the previous year.

As well, we are working harder than ever before with Aboriginal communities to find solutions to ensure Aboriginal students have the support and resources they need to succeed. As a group, Aboriginal students are doing better than ever before — in fact, a record 48 per cent of Aboriginal students finished secondary school in 2004/05 — an increase of six percentage points from 2000/01.

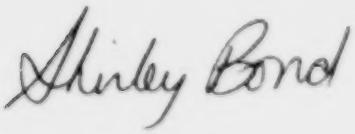
We are pleased by this success, but we also know there is more to do. The Ministry of Education will continue to collaborate with districts and Aboriginal communities to help students who have dropped out of school complete their studies and to bring Aboriginal culture into the classroom. The Ministry has also completed a lot of the work toward having Aboriginal Education Enhancement Agreements signed in all school districts, establishing partnerships with shared decision-making and goal-setting. To date, 28 agreements have been signed.

As a Government, we are committed to improving the achievement of all students and that includes our students with special needs. When we announced the $150 million increase in 2005/06, we asked school districts to report back on how they are using the funds to improve services and better support students with special needs. School boards have been working hard and the majority of them have improved supports for special needs students.

The Ministry has also started to track demographics and performance results for special needs students in the report, "Students with Special Needs — How Are We Doing?" This first-ever report on the performance of students with special needs shows that student results are improving — more students with special needs are meeting or exceeding expectations in reading writing and math.

Our education system is already one of the best in the world. To continue to meet the needs of today's learners, we will continue to improve and adapt to British Columbia's changing needs.

The Ministry of Education's 2005/06 Annual Service Plan Report compares actual results to the expected results identified in the Ministry's 2005/06 - 2007/08 Service Plan Update — September 2005. I am accountable for those results as reported.



Honourable Shirley Bond
Minister of Education and Deputy Premier
Minister Responsible for Early Learning and Literacy

June 30, 2006

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Purpose, Vision, Mission and Values

The Ministry of Education oversees British Columbia's K – 12 education system, which includes both public schools and independent schools. As well, in line with the Government's new priorities following the provincial election in May 2005, the Ministry's mandate was expanded to include responsibility for public libraries, improving literacy rates across all segments of the population, and (in collaboration with the Ministry of Children and Family Development) early learning.

The Ministry of Education has a primary and substantive role in determining education policies. The roles and responsibilities of the Ministry and its partners are set out under the *School Act*, the *Teaching Profession Act*, the *Independent School Act*, the *Library Act* and accompanying regulations.

The K – 12 system serves approximately 570,000 public school FTEs,[1] approximately 63,000 independent school student FTEs and more than 2,700 home-schooled children.[2] Of the public school FTEs there are about 55,000 students who are Aboriginal, and about 3,550 students (who have a Charter right to a Francophone education) who are enrolled in Conseil scolaire francophone de la Colombie-Britannique.

The Ministry of Education co-governs K – 12 education with school boards — education services are delivered locally through school boards, public schools and independent schools, while the Ministry provides leadership and funding, develops policy and legislation, oversees system governance, sets results-based standards, develops accountability frameworks, monitors performance and reports results. Public library services are provided through the Public Library Services Branch of the Ministry. Across British Columbia, there are 235 public library branches operating under the governance of 70 library boards. Together, these public libraries serve 98 per cent of British Columbians.

Vision, Mission and Values

Vision

The Ministry's vision is to make B.C. the best-educated, most literate jurisdiction on the continent.

[1] A full-time equivalent, or FTE, is the same as one student who attends school full-time (or, for example, two students who attend half-time).

[2] The number of home-schooled children refers to students who were registered in public or independent schools as home-schoolers for the 2005/06 school year.

Mission

The mission of the Ministry of Education is to set legal, financial, curricular and accountability frameworks so as to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous, sustainable economy.

Values

The Government of British Columbia believes that the highest standards of conduct among public service employees are essential to maintain and enhance the public's trust and confidence in the public service. The Ministry is committed to carrying out its mandate in accordance with the following key values:

- *Quality:* To support the achievement of all students within a quality, performance-oriented education system.
- *Service:* To provide high levels of service for students, the public, education partners, ministry colleagues, and government.
- *Collaboration:* To promote collaborative and respectful approaches to communication and decision-making, both internally and externally.
- *Integrity:* To behave with integrity and fairness, and promote relationships of mutual trust and confidence.
- *Excellence:* To strive for excellence in all aspects of our work, and acknowledge each other's contributions.

Strategic Context

The Ministry of Education has sought to meet the goals and challenges of an ever-changing education system and learning environment. Some factors that impact the education system include:

Declining Enrolment — Between 2000/2001 and 2005/06, enrolment has declined by approximately 30,000 students. In fact, over the next five years enrolment is expected to decline by another 30,000 students, decreasing by about 6,000 students each year. While the Ministry has no control over student enrolment numbers, declining student enrolment requires active management by school boards.

Aging Population — The teacher supply issue is monitored by the Teacher Supply and Demand Consortium (sponsored by the Ministry of Education). Of note is the fact that the percentage of teachers 55 years of age and older increased from 11.9 per cent in 2001/02 to 17.9 per cent in 2005/06.[3] The Government is working to ensure that when older teachers retire, there are qualified teachers to take their place. While declining enrolment translates into a reduced demand for teachers in general, some subject areas like mathematics, languages, physics and chemistry are harder to fill, as are specialist teaching positions in some rural communities. Overall, although the aging workforce is outside the Ministry's influence, careful succession planning has ensured that the supply of teachers is sufficient to offset retirements and attrition — this means that there is no shortage of teachers.

Also of concern is the increase in the average age of administrators. The percentage of administrators 55 years of age and older increased from 17.3 per cent in 2001/02 to 25.4 per cent in 2005/06. As many as 1,000 vacancies for principals and vice-principals are expected over the next five years. The Ministry has funded the British Columbia Education Leadership Council to ensure succession planning for school leaders occurs.

Technology — New developments in the use of information technology to deliver quality education have improved access for all students, especially those in rural areas of the Province. Improvement in information technology also allows the Ministry and its partners to make better use of data through implementation and utilization of data management systems, such as the British Columbia Enterprise Student Information System (BCeSIS). However, the rapid pace of technological advances poses a challenge for educators in keeping abreast of the latest technology.

Healthy Living/Physical Fitness — Health risks such as physical inactivity, substance abuse and childhood obesity are areas of increasing concern. In support of the Government's ActNow initiative, which was launched in 2005 with the goal of making British Columbia the healthiest jurisdiction ever to host the Olympic and Paralympic Games, the Ministry of Education, the Ministry of Agriculture and Lands, and the Ministry of Health are working

[3] Headcounts by age grouping, from "TEACHER STATISTICS 2001/02 - 2005/06, FULL-YEAR SUMMARY REPORT, Province - Public Schools only," Page 4.

together to promote physical activity and healthy eating, and to reduce harmful behaviours (such as tobacco use and substance abuse). The focus on minimizing health risks provides an opportunity for schools to support Government's health-related great goal, and to have a positive effect on the health of future generations of British Columbians.

Skilled Trades Shortage — British Columbia is facing significant challenges with respect to the recruitment of skilled trades workers. The Ministry of Education has continued to expand trades training options for students, and to encourage more students to consider a rewarding career in the trades sector. This has included collaboration in CTC (Career Technical Centre) partnerships and ACE-IT (Accelerated Credit Enrolment in Industry Training) programs, as well as other programs designed to facilitate transitions to trades careers.

A New Relationship with Aboriginal People — The Government has recognized that the historical relationship between Aboriginal people and the Crown in B.C. has given rise to the present social and economic disparities between Aboriginal people and non-Aboriginal people. In order for the Province to make real progress toward achieving its Five Great Goals, it is forging a new relationship with Aboriginal people, based on recognition, respect and reconciliation. For example, the Ministry of Education has been working to establish Aboriginal Education Enhancement Agreements (working agreements between a school district, all local Aboriginal communities, and the Ministry of Education) which are designed to enhance the achievement of Aboriginal students.

Building Stronger Lines of Communication — The Ministry has been working to build stronger lines of communication with partner groups[4] through the Learning Roundtable, which brings together stakeholder groups to discuss matters of importance to B.C.'s education system, as well as through the commitment to hold an Annual Teachers' Congress.

Government's Five Great Goals

In the Province of British Columbia *2005/06 - 2007/08 Strategic Plan Update — September 2005*, the Government laid out its intention to build on its foundation goals[5] with the addition of the Five Great Goals. For 2005/06 - 2015/16, the Government will focus its energy on achieving the Five Great Goals, which are outlined below:

1. Make British Columbia the best-educated, most literate jurisdiction on the continent.

For the Province to move forward with its social and economic agenda, all citizens must be literate. Results from the latest Statistics Canada *International Adult Literacy and*

[4] Partner groups include the British Columbia Teachers' Federation, the B.C. School Superintendents' Association, the B.C. Principals' and Vice-Principals' Association, the B.C. Confederation of Parent Advisory Councils, and the British Columbia School Trustees' Association.

[5] Goal 1: To create a strong and vibrant provincial economy. Goal 2: To have a supportive social fabric and safe, healthy communities. Goal 3: To have a sustainable environment.

Skills Survey[6] indicate that although British Columbia, along with the Yukon, Alberta and Saskatchewan, had average scores that were significantly higher than the national average in all four of the literacy domains tested, 40 per cent of adults in B.C. scored below the desired proficiency level for "prose literacy."[7] Given the complex nature of daily life, and the reduced earning potential of people with low rates of literacy, reading, writing, numeracy, and computer skills are essential for full participation in society.

The Ministry of Education will play a key role in improving literacy, both at the provincial and national level. To focus our planning efforts, the Ministry has defined "literacy" as the gateway to future learning, and will concentrate on measuring progress in reading, as the core of literacy and learning. In British Columbia, the Ministry has the lead for improving literacy across all segments of society, from young children to seniors. On the national stage, B.C. has shown its commitment to improving literacy rates across the country by assuming a national leadership role through the Council of Ministers of Education, Canada.[8] To achieve the literacy goals of the Government, the Ministry of Education has been working closely with the Ministry of Advanced Education, the Ministry of Children and Family Development (and other social development ministries), as well as community partners. The Ministry also has primary responsibility for liaising with the Premier's Advisory Council on Literacy.

To support the Government's education goal, the Ministry, in partnership with other ministries, will continue to focus on improving student achievement, as well as on early learning, improving literacy rates for all ages, and improving access to information through public library initiatives designed to simplify user access to a broader range of information.

2. Lead the way in North America in healthy living and physical fitness.

An ongoing focus on healthy living and physical fitness is essential to the long-term health and prosperity of the Province. The Government's ActNow initiative, with its emphasis on minimizing the risk factors related to chronic diseases such as diabetes and heart disease, focuses on physical activity and healthy eating as ways to stay healthy. To support the Government's health goal, the Ministry continues to focus on encouraging students to live healthy lifestyles and to make responsible life choices. In particular, the Ministry of Education is working to decrease tobacco use for youth, increase physical activity levels for K – 12 students (through Action Schools! BC), develop new standards to ensure all students have a minimum level of physical activity in every school, and instil healthy eating habits (by discontinuing the sale of junk food in schools by 2009 or sooner).

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[6] For more information on the 2003 International Adult Literacy and Skills Survey, please visit: http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=en&db=IMDB&dbg=f&adm=8&dis=2.

[7] Participants were scored on a proficiency scale from 1 to 5 (lowest to highest). Level 3 was designated as the desired threshold for coping with the increasing skill demands of a knowledge society. "Prose literacy" is defined as "the knowledge and skills required to locate and use information from texts including editorials, news stories, poems, and fiction."

[8] For more information on the Council of Ministers of Education, Canada, please visit: http://www.cmec.ca.

3. Build the best system of support in Canada for persons with disabilities, those with special needs, children at risk, and seniors.

Often, these vulnerable citizens face barriers that prevent them from achieving success, or participating fully in society. The Ministry continues to focus on improving achievement and literacy rates for children with special needs, in support of Government's progression towards a more equitable and inclusive society, where the most vulnerable members are given the support they need. Removing barriers that hinder children with special needs and streamlining access to services into one point of contact[9] will allow children with special needs to participate more fully in their communities.

4. Lead the world in sustainable environmental management, with the best air and water quality, and the best fisheries management, bar none.

The Ministry of Education supports the Government's environmental goals by educating students — through our provincial K - 12 curriculum — about the importance of environmental stewardship and responsible management of our natural resources.

5. Create more jobs per capita than anywhere else in Canada.

As the Government of British Columbia strives to achieve its goal of creating more jobs per capita than anywhere else in Canada, the Ministry is working to provide graduates with the skills and knowledge they need to fill future positions and to meet the demands of a modern economy. Working in partnership with the Ministry of Advanced Education, the Ministry will continue to strive to expand opportunities for apprenticeships and trades training.

[9] Often children with special needs require services from several different ministries, agencies and levels of government. Integrating these services into a single point of contact will enable Government to provide more efficient service delivery to its citizens.

Service Delivery and Core Business Areas

The roles and responsibilities of the Ministry and its partners are set out under the *School Act*, the *Teaching Profession Act*, the *Independent School Act*, the *Library Act* and accompanying regulations. This section details how the Ministry carries out its roles and responsibilities to accomplish its purpose.

Service Delivery

1. Public Schools

The Provincial Government exercises legislative authority over the public education system through the *School Act* and its subordinate legislation. The Minister of Education,[10] whose role and responsibilities are set out in the *School Act*, has legislative authority to supervise and monitor the K–12 school system, and to fund schools in a cost-effective manner. The Minister advises Cabinet on all matters relating to education, and is responsible to the Legislature for the performance of the Ministry. Collectively, the Government is held accountable for its performance through the electoral system.

The *School Act* sets out the rights and responsibilities of students, parents, teachers, principals, school district officials, school boards, and the Minister of Education. The Act allows for local decision-making by empowering 60 school boards (including one francophone authority) to administer public school legislation and regulations. Under the Act, school boards are responsible for designing and providing educational programs that reflect the aspirations of the local community, and for the management and operation of schools in the district.

Each of the 60 school districts has a superintendent, who is responsible for the general organization, administration, supervision and evaluation of all educational programs, and for the operation of schools in the district. The superintendent is accountable to the school board and on some matters, to the Minister of Education.

The Ministry's Accountability Framework[11] focuses school and school board attention and resources on improving student achievement. All school boards, in accordance with the Framework, are accountable to the Government and the public for their students' achievement. The Ministry determines an appropriate and unique response to each district not meeting its obligations. This may include: further review and monitoring of district work; ongoing engagement with the district to build capacity; or the use of legislation to address issues.

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[10] The Minister of Education (and Minister Responsible for Early Learning and Literacy) is also referred to as "the Minister" and "the Minister of Education."

[11] For more information on the Accountability Framework, please visit: http://www.bced.gov.bc.ca/policy/policies/accountability_framework.htm .

2. Independent Schools

The Inspector of Independent Schools is responsible for the administration of the *Independent School Act*, regulations and Minister's Orders. The inspector classifies and inspects independent schools, ensures schools meet *Independent School Act* requirements, certifies teachers applying for independent school teacher certification, administers the offshore school certification program, and sets independent school distributed learning policies. Independent schools are governed by boards of directors, which are similar in function to public school boards.

The Office of the Inspector of Independent Schools has a comprehensive external evaluation and inspection process to ensure compliance with the *Independent School Act*. Certified and funded Group 1 and 2 independent schools and certified Group 4 independent schools have a higher level of compliance and accountability than non-funded Group 3 independent schools.[12]

3. Early Learning

Current research[13] confirms the crucial nature of development, particularly brain development, in the early years and its effects on learning, behaviour and health in later stages of life. In partnership with the Ministry of Children and Family Development and the Ministry of Health, the Ministry of Education works to improve outcomes for early learners through programs, initiatives, supporting families and raising awareness (through, for example, "Success by 6"[14] and "Raise a Reader"[15]). The Ministry is also beginning work to develop standards to guide the practice of all organizations offering early learning programs to children younger than school age.

4. Literacy

In British Columbia, the Ministry of Education has the lead for improving literacy across all segments of society, from young children to seniors. Through partnerships with communities, school boards and libraries, as well as other ministries, agencies and organizations, the Ministry is working to develop and promote reading as the foundation of literacy and as a crucial life skill in every learner across our province. The Ministry also has responsibility for co-ordinating literacy projects across government, and works with the Premier's Advisory Panel on Literacy to assess literacy challenges, identify urgent needs, and develop a comprehensive action plan to help meet B.C.'s literacy goals.

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[12] Independent schools are classified into one of four Groups, and the amount of provincial regulation, funding and entitlements varies among the four Groups. Group 1 and 2 independent schools (as defined in the *Independent School Act*) are eligible to receive government grants. The primary operating grant given to Group 1 and 2 independent schools is determined by the number of qualifying students enrolled in the school. Group 1 schools receive 50 per cent and Group 2 schools receive 35 per cent of the local district's per-student grant amount for each qualifying student. In addition, recent policy changes have resulted in the Ministry of Education fully funding Special Education grants.

[13] *Reversing the Brain Drain: Early Years Study — Final Report, 1999*, Co-chaired by Hon. Margaret Norrie McCain & J. Fraser Mustard (funded by the Ontario Children's Secretariat)

[14] For more information on Success By 6, please visit: http://www.uwfv.bc.ca/successx6.htm.

[15] For more information, please visit: http://www.canada.com/national/features/raiseareader/resources.html.

5. Public Libraries

Public Libraries are key players in the Government's commitment to make B.C. the best-educated, most literate jurisdiction on the continent. Public libraries share a common mandate under the *Library Act* and play an important role in managing information services, to ensure that citizens have seamless access to information that is current, accurate and relevant. As new technologies revolutionize access to information, the role of libraries will become even more significant, especially in rural British Columbia. Approximately fifty-five per cent of British Columbians have active library cards, which they use on a regular basis — and the demand for library services is rising.[16]

[16] For more information, please see: the 2004 Strategic Plan for Public Libraries — *Libraries Without Walls: The World Within Your Reach — A Vision for Public Libraries in British Columbia*, available online at: http://www.bced.gov.bc.ca/pls/library_strategic_plan.pdf.

Core Business Areas Overview

To achieve its goals and objectives, the Ministry of Education focuses on the following core business areas:

1. Public Schools — As legislated under the *School Act*, the Ministry provides operating funding to school boards, partner groups and societies that support the Province's 1,666 public schools. The K - 12 system serves approximately 570,000 public school FTEs (full-time equivalents). For the 2005/06 fiscal year, $4,264,295,000 was allocated to this core business area.

2. Independent Schools — As legislated under the *Independent School Act*, the Ministry provides partial operating funding to over 350 independent schools. The independent school system serves approximately 63,000 student FTEs. The Inspector of Independent Schools is responsible to the Minister of Education for the administration of the *Independent School Act*. For the 2005/06 fiscal year, $186,629,000 was allocated to this core business area.

3. Debt Service and Amortization — The Ministry provides funding to school boards to finance capital projects, including seismic upgrades, renovations, expansions, new facilities and buses, and as well, is responsible for debt service and amortization costs. For the 2005/06 fiscal year, $546,385,000 was allocated to this core business area.

4. Early Learning and Literacy — The Ministry of Education, in partnership with the Ministry of Children and Family Development has responsibility for improving early learning. In addition, as legislated under the *Library Act*, the Ministry provides leadership, advice, training, funding, and programs to the public library system. The Ministry also supports programs that promote literacy through libraries, communities, and schools. For the 2005/06 fiscal year, $20,008,000 and 12 FTEs were allocated to this core business area.

5. Management Services — This core area provides corporate services to operating programs, including financial, budget, human resources, information management, administrative services, freedom of information and privacy services, and general services and assistance for the Ministry of Education and the Ministry of Advanced Education. For the 2005/06 fiscal year, $12,354,000 and 85 FTEs were allocated to this core business area.

6. Executive and Support Services — The Ministry provides leadership and funding, develops policy and legislation, oversees system governance, sets results-based standards, develops accountability frameworks, monitors performance, and reports results. This business area includes the Minister's Office and Ministry Program Management. For the 2005/06 fiscal year, $44,234,000 and 216 FTEs were allocated to this core business area.

Report on Performance

The *2005/06 Annual Service Plan Report* is the main vehicle for the Ministry of Education to communicate to the public the Ministry's performance results for 2005/06. The *Report on Performance* section contains the Ministry's accomplishments in the context of its goals, core businesses and objectives, which were set out in the *2005/06 - 2007/08 Service Plan Update — September 2005*. The Ministry's progress in achieving its goals and objectives is assessed through performance measures, by comparing actual results with performance outcomes. While the purpose of the *Annual Service Plan Report* is to report on progress and achievement during the reporting year, where there are key developments planned or in progress, those have been included as well. For a complete list of changes from the 2005/06 - 2007/08 Service Plan Update — September 2005 to the *2006/07 - 2008/09 Service Plan*, please refer to Appendix A.

Performance Plan Summary Table

Synopsis of Ministry Performance Measure Results

Ministry Mission

The mission of the Ministry of Education is to set legal, financial, curricular and accountability frameworks so as to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous, sustainable economy.

Five Great Goals	Ministry Goals	Ministry Objectives	Performance Measures
1. Make British Columbia the best-educated, most literate jurisdiction on the continent. 2. Lead the way in North America in healthy living and physical fitness. 3. Build the best system of support in Canada for persons with disabilities, those with special needs, children at risk, and seniors. 4. Lead the world in sustainable environmental management, with the best air and water quality, and the best fisheries management, bar none. 5. Create more jobs per capita than anywhere else in Canada.	1. Improved student achievement	1.1. British Columbians are highly literate	1. National and/or International Assessment results: PISA (Programme for International Student Assessment) 2. Percentage of public schools taking part in Ready, Set, Learn open house events 3. Number of community literacy plans in place through Literacy Now 4. Number of national literacy research projects aligned with provincial priorities 5. Percentage of school districts that have School Community Connections agreements planned or in place 6. IALSS (International Adult Literacy and Skills Survey) 7. EDI (Early Development Instrument)
		1.2. B.C. children live healthy lifestyles and make responsible life choices	8. Learning to Stay Healthy: A. Percentage of parents who report their child is learning how to stay healthy at school B. Percentage of students who report learning how to stay healthy at school 9. Number of schools participating in the Action Schools! B.C. program 10. Proportion of healthy foods for sale in schools 11. Percentage of school district Accountability Contracts that address safety
		1.3 Achievement will improve for all students	12. Completion Rates 13. Provincial Assessment Results A. FSA (Foundation Skills Assessment) B. Graduation Program Exams 14. Transition Rates: A. from Grade 8 to a higher grade B. to post-secondary education C. to the workforce

Ministry Mission

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Five Great Goals	Ministry Goals	Ministry Objectives	Performance Measures
1. Make British Columbia the best-educated, most literate jurisdiction on the continent. 2. Lead the way in North America in healthy living and physical fitness. 3. Build the best system of support in Canada for persons with disabilities, those with special needs, children at risk, and seniors. 4. Lead the world in sustainable environmental management, with the best air and water quality, and the best fisheries management, bar none. 5. Create more jobs per capita than anywhere else in Canada.	2. A high quality performance-oriented education system	2.1. An environment of choice and flexibility exists in the K–12 education system	15. Percentage of public school students and parents satisfied with education program choices available to them 16. Number of students participating in distributed learning programs 17. Number of choice programs available 18. Number of course challenges in the transcripts and exams (TRAX) system 19. Number of students participating in industry training programs
		2.2. Focus on teaching and learning	20. Percentage of educational leaders successfully completing the Supervision for Learning program 21. Integrated Resource Packages (IRPs): A. Number of IRPs reviewed B. Number of learning outcomes in IRPs that have been streamlined or eliminated
		2.3. Continued emphasis on accountability	22. Percentage of school district Accountability Contracts, District Reviews, and Aboriginal Education Enhancement Agreements that focus on student achievement
		2.4. Build capacity of School Planning Councils	Performance measures 23, 24, 25 and 26 were discontinued, and will not be reported on. Please see page 64 for explanation.

Goals, Objectives, Strategies and Performance Measures

Ministry Goal 1: Improved student achievement

LINK TO GOVERNMENT'S FIVE GREAT GOALS

The Ministry's progress in improving student achievement supports the Government's great goals in:

- Literacy — Make British Columbia the best-educated, most literate jurisdiction on the continent.
- Health — Lead the way in North America in healthy living and physical fitness.
- Equity — Build the best system of support in Canada for persons with disabilities, those with special needs, children at risk, and seniors.

In addition, as the Government of British Columbia works to meet its great goal — to create more jobs per capita than anywhere else in Canada — the Ministry (through improved student achievement) will work to provide graduates with the skills and knowledge they need to fill those positions.

Outcomes:

- All British Columbians are highly literate
- Students demonstrate strong academic and life skills capabilities
- Students complete K - 12
- Students participate as productive members of society and demonstrate the qualities of good citizenship

Continued progress toward the Province's Five Great Goals depends upon well-educated citizens. The Ministry of Education remains committed to the goal of improved student achievement, and continues to strive for improvement in all areas of achievement. While academic achievement (reading, writing, numeracy and computer skills) is critical, non-academic skills such as the ability to make responsible choices related to health and safety and the ability to demonstrate the qualities of good citizenship are equally important. The 2005/06 - 2007/08 Service Plan Update — September 2005 concentrated on three key areas — achievement in literacy, achievement in health, and achievement for vulnerable sub-populations of students. Improved student achievement will result in students being able to demonstrate progress in academic performance in the K - 12 education system, and in students being knowledgeable about health and safety.

Core Business Areas: *Public Schools; Independent Schools; Executive and Support Services; Management Services; Debt Services and Amortization; Early Learning and Literacy*

Objective 1.1: British Columbians are highly literate

LINK TO GOVERNMENT'S FIVE GREAT GOALS

Supports 1: Make British Columbia the best-educated, most literate jurisdiction on the continent.

The Provincial Government is committed to helping children and adults obtain the literacy skills necessary to fully participate as productive and successful members of society.

At the provincial level, the Ministry of Education has the lead in achieving the Government's strategic goal for literacy, while nationally, the Ministry has the lead for improving literacy through its role in CMEC (the Council of Ministers of Education, Canada).

To support the Government's commitment to education and literacy, the Ministry of Education will work with partners and coordinate strategies to help meet province-wide great goals. The emphasis on literacy will benefit citizens by assisting each individual to achieve his or her full potential, and society as a whole by creating a well-educated and adaptable workforce able to meet the challenges of a knowledge-based economy. As the Government lead on literacy, the Ministry of Education will support the Government's great goal through key strategies designed to improve literacy across all segments of society in B.C. — these strategies focus on reading as the foundation of literacy and the gateway to learning, and are outlined below.

Strategies

To build community capacity in order to address local literacy needs — This strategy was chosen because years of research clearly suggest one thing — literacy issues can only be successfully addressed if:

- they become a concern for an entire community;
- all sectors of that community understand and take ownership of the problem; and
- the solutions are driven by the community.

In B.C., 40 communities have developed community-based literacy plans with support from Literacy Now.[17] Communities such as Vancouver, Victoria, Lillooet and Revelstoke are developing approaches to learning that operate on combined assets within a community to provide integrated services and maximize their potential impact. To illustrate, in Lillooet, community partners (such as the school district, the local library, and community agencies)

[17] For more information on Literacy Now, please visit: http://www.2010legaciesnow.com/Content/Home.asp.

are developing a community plan using Literacy Now start-up funding. In Revelstoke, the Literacy Now planning process is being used to develop a community plan focusing on key priorities such as sustainability, youth literacy, and parent support for children's learning.

To improve literacy through a comprehensive plan designed to support learners who struggle with literacy — This strategy was chosen because certain population groups (such as Aboriginal people, people with disabilities, immigrants, and people who are socio-economically disadvantaged) experience greater challenges in terms of literacy. These challenges result in substantial social and economic costs. With a targeted approach that addresses the challenges facing these specific groups, B.C. will be able to achieve its goal of becoming the most literate jurisdiction on the continent. The Ministry has made progress by completing 28 Aboriginal Education Enhancement Agreements and is working to expand the number of completed Aboriginal Education Enhancement Agreements to all 60 school districts, in order to improve the achievement of Aboriginal students.

To improve literacy through facilitating access to information by:

- **Building a province-wide virtual reference service**
- **Implementing the OneCard system for all B.C. Public Libraries**

This strategy was chosen because B.C.'s public library system plays an integral role in the promotion of literacy. The participation of individual communities is vital to sustaining efforts to improve literacy outcomes across learners of all ages — this is enhanced through ongoing efforts by Government to build a province-wide virtual reference service and implement the OneCard system for all B.C. Public Libraries. The OneCard program is already up and running in the Lower Mainland and on parts of the Sunshine Coast, and Government's goal is to have public libraries throughout B.C. on the OneCard system by 2008. When it is fully operational, OneCard will enable library patrons to register their library card in their home community and use it to check out materials from other participating libraries.

To improve literacy across all segments of society through collaboration and partnership between public libraries and the education system (schools), post-secondary institutions and all levels of government — This strategy was chosen to help B.C. to achieve its literacy goals through the creation of an integrated learning continuum from the early years, to youth, through to adulthood. Within this continuum individual literacy and learning efforts must be encouraged and supported in communities, institutions and government. Additionally, there must be flexibility for learners whose circumstances may limit their access to learning opportunities. The Ministry will continue to focus on this strategy by exploring options to connect youth to community services through libraries and community centers as part of active learning communities, expanding industry training opportunities to help facilitate transitions to work or future learning for youth, and working with the Ministry of Advanced Education to develop an adult literacy strategy.

To focus on data-based decision-making through assessing performance, measuring progress, reporting results and managing overall system performance — This strategy was chosen because a high quality education system depends on accurate, timely, and

accessible data, so that decisions and planning are based on the best information available. The Ministry is working on this strategy with the continued implementation of the BCeSIS (British Columbia Enterprise Student Information System).

To focus on early childhood learning so children are better prepared for Kindergarten — This strategy was chosen because there is strong evidence that children's early development has a significant impact on their future educational attainment and achievement. The next results of the EDI (Early Development Instrument) which measures school readiness will be available in 2007 - 2008.

To take a national leadership role on literacy, through the Council of Ministers of Education, Canada

- CMEC hosted a K - 6 literacy summit (Unlocking our Children's Potential: Literacy and Numeracy as a Foundation) in Ontario, in November, 2005 and in June, 2006 a pan-Canadian adult literacy summit ("Investing In Our Potential: Towards Quality Adult Literacy Programs in Canada") took place in Prince George, bringing together a cross-section of literacy stakeholders to identify strategies to significantly increase literacy rates in Canada.
- The Provincial Literacy Plan is currently in development. This will be the overarching Literacy Plan for the province and through focusing on reading as the foundation of literacy and the gateway to learning, this plan will pave the way for an Action Plan Framework to be developed in order to achieve great goal 1 — Make British Columbia the best-educated, most literate jurisdiction on the continent.

Performance Measure 1: National and/or International Assessment Results — PISA 2003 (Programme for International Student Assessment)

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual	Variance	Target Met?
1. National and/or International Assessment Results — PISA 2003 (Programme for International Student Assessment)	No measure this year	No measure this year	For 2004/05, the Ministry reported on the School Achievement Indicators Program (SAIP). These results are not comparable to PISA results	To continue to be a national leader in academic performance	In both Mathematics and Reading, B.C. ranks second among the 10 participating provinces	No variance	Yes

PISA Average Score	Mathematics	Reading
Alberta	549	543
British Columbia	538	535
Quebec	537	525
Ontario	530	530
Manitoba	528	520
Newfoundland and Labrador	517	521
Saskatchewan	516	512
Nova Scotia	515	513
New Brunswick	512	503
Prince Edward Island	500	495

The Ministry uses both SAIP/PCAP[1] and PISA as indicators of national and international assessment and reports the results that are available at the time of publication.

[1] PCAP (Pan-Canadian Assessment Program) has replaced SAIP, and its first assessment is scheduled for Spring 2007.

Selection Rationale

- At the international level, British Columbia participates in the Programme for International Student Assessment (PISA).[2] Initiated by member countries of the Organization for Economic Cooperation and Development, PISA provides policy-oriented international indicators of the skills and knowledge of 15-year-old students. PISA focuses on three subject areas — Mathematics, Reading, and Science — however, in the Service Plan the Ministry will focus on only two literacy-related areas — Reading and Mathematics. PISA is a valuable tool, as it assesses students as they near the end of mandatory schooling, to ascertain whether they are able to analyze, reason, and communicate effectively, and whether they can demonstrate the capacity for life-long learning. In other words, PISA assesses how well prepared students are for life after school. For example, the standard that students are expected to meet with respect to Reading is to be: "...capable of reading tasks of moderate complexity, such as locating multiple pieces of information, making links between different parts of a text and relating it to familiar, everyday knowledge."
- As B.C. continues to compete in the global economy, and strives to meet its great goal — to create more jobs per capita than anywhere else in Canada — it is important that our education system is able to provide graduates with the skills and knowledge to compete at the highest level, and meet the requirements of the labour market. By comparing the achievement of students in B.C. with that of students in other provinces, the Ministry of Education is able to see how well our education system performs in relation to other Canadian jurisdictions.
- The latest 2003 PISA results show that 75 per cent of B.C. students (15-year-olds) have the reading abilities they need to thrive in a knowledge-based society, while 74 per cent have the necessary mathematics skills.[3] B.C. students also score highly in Science. The 2015/16 target is to be the top performing PISA jurisdiction in Canada and improve B.C.'s world ranking. Out of 41 countries (including the US) and 10 provinces, B.C. is currently ranked third overall in Reading, fifth in Mathematics and sixth in Science and Problem-solving. Among the provinces, B.C. is ranked second behind Alberta.
- A concern with using PISA as a measure is that it does not assess all skill areas annually. Assessments are administered on a longer cycle that may not accommodate a timely policy response.

Variance Explanation

- As the Ministry of Education met its stated target — to continue to be a national leader in academic performance — there was no variation. British Columbia's high ranking in both Reading and Mathematics indicate that it is, and will continue to be, an academic leader on the national stage. However, within this elite ranking, B.C. will become the most literate jurisdiction on the continent.

Data Sources

- Source: PISA is coordinated by the OECD. In Canada, Statistics Canada and the Council of Ministers of Education, Canada (CMEC) oversee administration, data collection, analysis, storage and reporting.
- Year: PISA was administered in 2003, and the results were made available publicly in 2004.
- Please see Appendix C for more information on Data Confidence.

Changes

In the 2006/07 – 2008/09 Service Plan, the Ministry has changed the manner in which results are reported.

Notes

The scores represent the average score on Reading and Mathematics.

[2] For more information on PISA, please visit: http://www.pisa.oecd.org .

[3] 73.8 per cent at Level 3 or higher, from Table B1.7, Appendix B, Page 73, Measuring up: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem-solving: 2003 Canadian Results of the OECD PISA Study: First Findings for Canadians Aged 15, December 2004, ISBN 0-660-19397-3.

Performance Measure 2: Percentage of public schools taking part in Ready, Set, Learn open house events

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual (Baseline)	2005/06 Target	2005/06 Actual	Variance	Target Met?
2. Percentage of public schools taking part in Ready, Set, Learn open house events	N/A[1]	N/A	86.6% of eligible public schools registered	Trend over time improvement	94.7% of eligible public schools registered	+ 8.1%	Yes

Selection Rationale

- The Province's Ready, Set, Learn program[2] is designed to help prepare three-year-olds for school. To succeed in this endeavor, families need positive connections with the school system and community agencies that provide early childhood development resources, support, and services. As a way of helping three-year-olds get the best possible start in school, the Ministry of Education, the Ministry of Children and Family Development, and the Ministry of Health have co-sponsored a series of Ready, Set, Learn events in B.C. public schools. Parents, caregivers and three-year-olds who attend the Ready, Set, Learn open houses receive a book, a family kit to support pre-school learning and development, and information from the school about education programs and community resources.
- This performance measure was chosen because it is an indicator of the degree to which schools are working in collaboration with families and the community to improve early childhood learning, which is the foundation for later success in school.

Variance Explanation

- The percentage of registered public schools increased by 8.1 percentage points over 2004/05 — indicating that the program was well-received.
- To broaden the scope of the Ready, Set, Learn program, Group 1 and 2 Independent Schools have now been invited to participate.

Data Sources

- Source: *Ready, Set, Learn Registration*, Ministry of Education.
- Year: The data for 2005/06 were collected during the 2005/06 school year.
- Please see Appendix C for more information on Data Confidence.

Changes

In order to focus on strategic goal-level performance measures, this measure was discontinued in the 2006/07 – 2008/09 Service Plan. However, the Ministry and its partners will continue to focus on early learning as part of the strategy to improve literacy, and the Ready, Set, Learn initiative will continue to be an important component of this strategy. The Ready, Set, Learn program is reviewed annually and will continue through 2006/07.

[1] No data available — measure first introduced in the 2005/06 – 2007/08 Service Plan Update — September 2005.

[2] http://www.bced.gov.bc.ca/literacy/rsl/.

Performance Measure 3: Number of community literacy plans in place through Literacy Now

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual (Baseline)	2005/06 Target	2005/06 Actual	Variance	Target Met?
3. Number of community literacy plans in place through Literacy Now	N/A[1]	N/A	12 plans completed	Trend over time improvement	Data will be available in December 2006	New measure — data not available	New measure — data not available

Selection Rationale

- This indicator measures the number of community literacy plans completed and in place under Literacy Now. The Ministry of Education is working with Literacy Now and other community agencies, such as Literacy BC, to build community capacity to improve literacy. Literacy Now defines literacy broadly, and uses community development strategies to stimulate new literacy initiatives, alliances, programs and collaborative planning within communities, in recognition of the fact that literacy is not just a government initiative, but rather is a complex issue that will need the involvement of all segments of society for progress to be made. Literacy Now will help both adults and youth in B.C. communities meet their literacy challenges by increasing local community access to literacy learning and working closely with key stakeholders to build a cohesive provincial network to share best practices and effect change. By working closely with community groups across the province Literacy Now aims to build a solid provincial network and leave a legacy of literacy learning.
- The number of community literacy plans was chosen as a performance measure because it indicates the success of the Ministry and its partners in building capacity in the community to improve literacy.

Variance Explanation

- New measure — baseline data only
- In 2004/05 12 community literacy plans were completed, and a further 28 plans were under development. As this is a new measure and only baseline data was available, the Ministry was unable to compare actual results to targeted results.

Data Sources

- Source: Electronic and physical files associated with the Literacy Now funding application process, collected by 2010 Legacies Now.
- Literacy Now funding application Forms for Principals are submitted each year to 2010 Legacies Now. The 2004/05 actual figures are from the 2004/05 calendar year.
- Please see Appendix C for more information on Data Confidence.

Changes

In order to focus on strategic goal-level performance measures, this measure was discontinued in the 2006/07 – 2008/09 Service Plan. However, improving literacy rates is a key Ministry goal, and the Ministry will continue to work with partners to build community capacity to improve literacy. Literacy Now will continue to work to develop new community literacy plans.[2]

[1] No data available — measure first introduced in the 2005/06 – 2007/08 Service Plan Update — September 2005.

[2] For more information on Literacy Now, please visit: http://www.2010legaciesnow.com.

Performance Measure 4: Number of national literacy research projects aligned with provincial priorities

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual (Baseline)	Variance	Target Met?
4. Number of national literacy research projects aligned with provincial priorities	N/A[1]	N/A	N/A	Trend over time improvement	New measure — data not available	New measure — data not available	New measure — data not available

Selection Rationale

- This measure is a count of provincial or federal literacy projects and is intended to measure the success of the Ministry and its partners in focusing national attention on literacy and in aligning the national literacy strategy with provincial priorities.
- There are likely to be fewer projects of this scale than regional projects within provinces — so the count may not change much from year to year.
- Working through the Council of Ministers of Education, Canada (CMEC), the Ministry of Education has taken a national leadership role in improving literacy rates across all segments of the population. CMEC has declared literacy to be one of its 3 pan-Canadian priorities in education. CMEC provides provinces and territories with the opportunity to work collaboratively, learn from each other, and share best practices. The Ministry of Education will report the knowledge and best practices gained from this collaborative effort.
- This measure is important as an indicator of nation-wide collaboration and coordination of literacy efforts.

Variance Explanation

- New measure — baseline data and variance not yet available

Data Sources

- Source: CMEC
- Year: The CMEC Action Plan on Literacy was approved in 2005.
- For more information on Data Confidence please refer to Appendix C.

Changes

- In order to focus on strategic goal-level performance measures, this indicator has been discontinued in the 2006/07 – 2008/09 Service Plan. However, monitoring literacy research projects nationwide and sharing best practices to improve literacy for citizens of all ages remains a strategy in the 2006/07 – 2008/09 Service Plan. To this end, B.C. has taken a leadership role in the improvement of literacy and in the provision of library services.

[1] No data available — this measure first introduced in the 2005/06 – 2007/08 Service Plan Update — September 2005

Performance Measure 5: Percentage of school districts that have School Community Connections agreements planned or in place

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual (Baseline)	Variance	Target Met?
5. Percentage of school districts that have School Community Connections agreements planned or in place	N/A[1]	N/A	N/A	Trend over time improvement	20 school districts (33%) have SCC agreements in the planning or in-process stage	New measure — data not available	New measure — data not available

Selection Rationale

This indicator measures the percentage of school districts that have School Community Connections (SCC)[2] agreements planned or in place. The School Community Connections Program, launched in April 2005, is intended to build and strengthen partnerships between schools and the community. By measuring the percentage of school districts that have SCC agreements planned or in place, the Ministry is able to measure its success in strengthening the connections between schools and communities. These connections can lead to enhanced community capacity to identify and improve community-wide outcomes in locally determined priorities. These priorities may focus on literacy goals — however they are locally determined in partnerships between school districts and local government.

Variance Explanation

New measure — baseline information only

Data Sources

- Source: The School Community Connections program is jointly managed by the BC School Trustees Association (BCSTA) and the Union of BC Municipalities (UBCM) on behalf of the Ministry of Education.
- Year: The data collection period was from April 2005 to March 31, 2006.
- For more information on Data Confidence, please refer to Appendix C.

Changes

In order to focus on strategic goal-level performance measures, this measure has been discontinued in the 2006/07 – 2008/09 Service Plan. However, building community capacity to improve literacy, and making effective use of underutilized school space continue to be important initiatives for the Ministry and its partners.

[1] No data available — measure first introduced in the 2005/06 – 2007/08 Service Plan Update — September 2005.

[2] For more information on School Community Connections, please visit: http://www.schoolconnections.ca/.

Notes

The data include school districts that have applied for (and were approved) for funding for the School Community Connections Program as of March 31, 2006.

Phase I — Making the Connection: 19 School Districts have approved funding

Phase II — Developing the Connection: 1 School District has approved funding

Performance Measure 6: International Adult Literacy and Skills Survey (IALSS)

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual (Baseline)	Variance	Target Met?
6. International Adult Literacy and Skills Survey (IALSS) — percentage of adults who read at Level 3 or above	N/A[1]	N/A	N/A	The target for 2005/06 was under development when the 2005/06–2007/08 Service Plan Update — September 2005 was published. Since then, in the 2006/07–2008/09 Service Plan, a 10-year target of 75 per cent has been set for 2015/16	60% of adults in B.C. read at level 3 or above	New measure — data not available	New measure — data not available

Selection Rationale

- The International Adult Literacy and Skills Survey (IALSS) is an international comparative study conducted to provide participating countries with information about the literacy skills of their adult populations. In 2003, the International Adult Literacy and Skills Survey tested more than 23,000 Canadians on their proficiency in numeracy and literacy. IALSS measures the literacy and numeracy skills of a nationally representative sample of participants aged from 16 years to 65 years, from six participating countries and provides a useful benchmarking tool to help measure the Ministry's success in promoting adult literacy.
- This measure was chosen because it indicates how British Columbia performs in comparison to other jurisdictions, and allows the Ministry to assess its progress in meeting the Government's great goal of becoming the most literate jurisdiction on the continent.
- The challenge in using the IALSS as a performance measure is that it is conducted sporadically. It was conducted in 1994 and in 2003, with the next survey scheduled for 2009. At present, however, there is no other tool that adequately measures adult literacy in a timely manner.

Variance Explanation

New measure — baseline information only

[1] No data available — IALSS is conducted sporadically, every 5 to 10 years. The next data should be available after 2009.

Data Sources

- Source: The Adult Literacy and Skills Survey, Human Resources and Social Development (HRSD) Canada, and Statistics Canada.
- Year: The IALSS was administered in 2003, with national and provincial results available in 2005.
- For more information on Data Confidence, please refer to Appendix C.

Changes

- In the 2006/07 – 2008/09 Service Plan, the Ministry has set a 10-year target of 75 per cent of adults reading at Level 3 or above by 2015/16
- Since the 2005/06 – 2007/08 Service Plan Update — September 2005 (where this measure was listed as "under development"), this performance measure has been defined as "the percentage of adults who read at Level 3 or above" — based on the IALSS Assessment scale

IALSS Assessment Scale

Participants were scored on a proficiency scale from 1 to 5 (lowest to highest). Level 3 was designated as the desired threshold for coping with the increasing skill demands of a knowledge society. Listed below is a summary of the skills required for each level:

Level 1: Indicates persons with very low skills, where the individual may, for example, be unable to determine the correct amount of medicine to give a child from information printed on the package.

Level 2: Respondents can deal only with material that is simple, clearly laid out, and in which the tasks involved are not too complex. It denotes a weak level of skill, but more than at Level 1. It identifies people who can read, but test poorly. They may have developed coping skills to manage everyday literacy demands, but their low level of proficiency makes it difficult for them to face novel demands, such as learning new job skills.

Level 3: Is considered a suitable minimum for coping with the demands of everyday life and work in a complex, advanced society. It denotes roughly the skill level required for successful secondary school completion and college entry. Like higher levels, it requires the ability to integrate several sources of information and solve more complex problems.

Levels 4 and 5: These levels describe respondents who demonstrate a command of higher-level information processing skills.

Notes

- In the 2006/07 – 2008/09 Service Plan the baseline data were reported under the year 2003.

Performance Measure 7: Early Development Instrument (EDI)

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual (Baseline)	2005/06 Target	2005/06 Actual	Variance	Target Met?
7. Early Development Instrument: percentage of children who enter Kindergarten "ready to learn"	N/A[1]	N/A	75%	The target for 2005/06 was under development when the 2005/06 – 2007/08 Service Plan Update — September 2005 was published. Since then, in the 2006/07 – 2008/09 Service Plan, a target of 78% has been set for 2007/08	The next data will be available in 2007/2008	New measure — data not available	New measure — data not available

Selection Rationale

A child's early years are critical in laying the foundation for literacy and lifelong learning. In communities across the Province much has been done to promote early literacy, including efforts to:

- Develop family literacy programs
- Focus attention and reallocate resources
- Build partnerships between elementary schools, community organizations and parents

The tool chosen to gauge children's readiness for school is the Early Development Instrument (EDI). This tool was developed as part of the work undertaken by the Human Early Learning Partnership,[2] which is an interdisciplinary research partnership studying new approaches to early childhood learning. Kindergarten teachers in B.C. began to collect data for the EDI in 1999/2000, and as of March 2004, all 60 school districts had collected EDI data.

The Ministry has developed a performance measure — the percentage of children who enter Kindergarten "ready to learn" — based on the Early Development Instrument. This measure reflects the importance of literacy skills in a child's intellectual and social development. The Early Development Instrument (EDI) is an assessment of the proportion of children who are rated "ready to learn" as they enter Kindergarten.

For the EDI, data are collected on the following five key areas of children's development. The data are then considered cumulatively to suggest the developmental status of populations of children:

- Physical health and well-being
- Social competence
- Emotional maturity
- Language and cognitive development
- Communication skills and general knowledge

The most challenging aspect of this performance measure, which is generated by an independent, external research body, is that data for the whole Province are not available on an annual basis.

[1] No data available — measure first introduced in the 2005/06 – 2007/08 Service Plan Update — September 2005.

[2] The Human Early Learning Partnership (HELP) is a pioneering, interdisciplinary research partnership that is directing a world-leading contribution to new understandings and approaches to early child development. For more information, please visit: http://www.earlylearning.ubc.ca/.

Variance Explanation

New measure — baseline data only

Data Sources

- Source: The Human and Early Learning Partnership (University of British Columbia — funded by the Ministry of Children and Family Development, the Ministry of Education, and the Ministry of Health).
- Year: The data were collected from 2002–2005.
- For more information on Data Confidence, please refer to Appendix C.

Changes

- Since the 2005/06–2007/08 Service Plan Update — September 2005 was published (where this performance measure was listed as "under development") this measure has been defined as the percentage of Kindergarten children who are ready for school.
- As well, the targets have been changed from the previous targets (which were under development when the 2005/06–2007/08 Service Plan Update — September 2005 was published) to 78 per cent for 2007/08 and 85 per cent for 2015/16.

Notes

The Ministry of Education and the Ministry of Children and Family Development link into the three-year data collection cycle at the University of British Columbia.

Objective 1.2: B.C. children live healthy lifestyles and make responsible life choices

LINK TO GOVERNMENT'S FIVE GREAT GOALS

Supports Goal 2: Lead the way in North America in healthy living and physical fitness.

The Provincial Government is committed to helping children and adults make healthy lifestyle choices. The Ministry of Education supports this strategic goal through strategies aimed at promoting health through the school setting. For children to learn effectively and achieve their best, they need to be healthy and have a safe learning environment. The strategies (outlined below) support the efforts of schools and school boards to emphasize safety and encourage healthy habits that will lead to improved student achievement.

Strategies

To focus on Health-Promoting Schools,[18] by emphasizing the following initiatives:

Action Schools! BC

- Action Schools! comes under the ActNow initiative, designed to make British Columbia the healthiest jurisdiction ever to host the Olympic and Paralympic Games. ActNow focuses on reducing the risk factors of chronic diseases, by promoting healthy eating and physical activity, and reducing harmful behaviours, such as tobacco use. Instilling healthy habits, such as physical activity, in students while they are young increases the likelihood

[18] For information on healthy schools, please visit: http://www.bced.gov.bc.ca/health/welcome.htm.

that those habits will be retained into adulthood. Students who are physically active are also better equipped to perform well academically. The number of schools that participate in Action Schools! indicates that student health is a priority for schools, and that schools support the Government's health goals.

- **New curriculum on Health and Career Education**
  - — Health and Career Education (Grades 8 and 9) was completed in 2005
  - — Health and Career Education (K-7) is scheduled for optional implementation in September 2006
- **New Physical Education Curriculum K-7**
  - — under development
- **Guidelines for selling healthy foods in schools**
  Addressing the problems related to obesity and physical inactivity requires a multi-pronged approach; the Ministry therefore decided to address the healthy eating component of the Government's ActNow initiative by emphasizing the teaching of healthy eating habits, and the elimination of junk foods in schools. The Healthy Schools focus of the Ministry and its partners has resulted in increased interest, discussion, and activity around health.

To set expectations that school districts and schools address safety in school and district plans — This strategy was chosen to influence school districts to focus on safe, orderly and caring schools. The high percentage of schools that have addressed safety in their Accountability Contracts indicates that the Ministry has been successful in focusing attention on this issue.

To establish a Teachers' Employment Registry — This strategy was chosen to address the safety concerns of parents that there was not an adequate system to publicly report the names of teachers disciplined for misconduct involving emotional, physical, or sexual abuse. The Government maintains its commitment to introduce legislation that will establish a Teachers' Employment Registry.

Performance Measure 8: Learning to stay healthy:

A. Percentage of parents who report their child is learning how to stay healthy at school

B. Percentage of students who report learning how to stay healthy at school

Performance Measure		2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual	Variance	Target Met?
8. Learning to stay healthy: A: Percentage of parents who report that their child is learning how to stay healthy at school	Elementary	N/A[1]	65%	68%	Trend over time improvement	69%	+4%	Yes
	Secondary	N/A	47%	51%		54%	+7%	Yes
B: Percentage of public school students who report they are learning how to stay healthy at school	Elementary	N/A	51%	51%	Trend over time improvement	50%	- 1%	No
	Secondary	N/A	25%	32%		32%	+7%	Yes

Selection Rationale

- This performance measure indicates the extent to which students and parents are satisfied that students in the school environment are learning how to stay healthy.
- Health-related questions are drawn from the Ministry of Education's annual Satisfaction Survey, and are a key measure of the attitudes of students and parents toward health education in schools.
- Children who are physically active and who eat a nutritious, well-balanced diet have an advantage when it comes to learning and achieving academic excellence. For students, learning how to incorporate physical activity and healthy eating into their lives while they are in school will pay huge dividends throughout their adult lives, and reduce incidences of future chronic disease. This measure also assesses B.C.'s progress in achieving the Government's great goal of leading the way in North America in healthy eating and physical fitness.
- The risk to using this measure is low participation rates among specific groups of respondents — if the participation rate is too low, the results may be inaccurate. Please refer to the Data Confidence section in Appendix C for Satisfaction Survey participation rates.

[1] No data available for 2002/03 — this question was added to the Satisfaction Survey in 2003/04.

Variance Explanation

Parents — The percentage of parents of elementary school students who report that their children are learning to stay healthy at school increased by 4 percentage points from 2003/04, while the percentage of parents of secondary school students increased by 7 percentage points. These results are a positive indication that the Ministry's strategies to support Health-Promoting Schools are working. Initiatives under Health-Promoting Schools include Action Schools! BC, which encourages physical activity in students, and Guidelines for Selling Healthy Foods in Schools, which encourage students to make healthy choices when buying food from school vending machines and other sources.

Students — The percentage of elementary school students who report they are learning to stay healthy at school decreased slightly from 51 per cent in 2003/04 to 50 per cent in 2005/06 — as the decrease was minor (1 percentage point), the Ministry will continue with current initiatives and programs to improve satisfaction among elementary students. The percentage of secondary school students, while increasing by 7 percentage points (from 25 per cent to 32 per cent), indicates that while progress is being made (through programs such as the Network of Healthy Schools, Action Schools! BC, the new PE curriculum, and food sale guidelines) there is still room to improve.

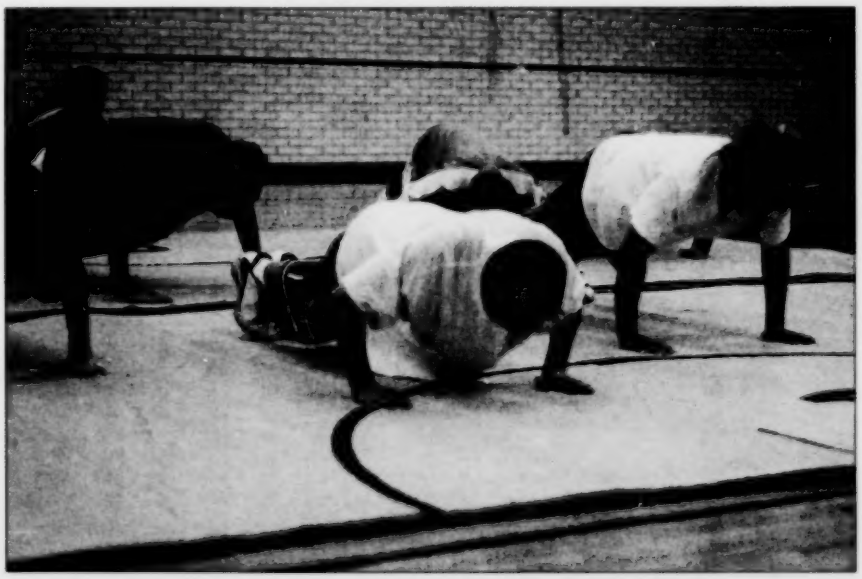
Data Sources

- Source: Satisfaction Survey,[2] Ministry of Education.
- Year: The latest data are from the 2004/05 school year.
- See Appendix C for Data Confidence.

Changes

- In order to focus on strategic goal-level performance measures, this measure has been discontinued in the 2006/07 – 2008/09 Service Plan. However, as whether students are learning to stay healthy at school is of primary concern to the Ministry, this question remains on the next Annual Satisfaction Survey, and will be reported publicly in Spring/Summer 2007.

[2] For more information on the Satisfaction Survey, please visit: http://www.bced.gov.bc.ca/reporting/surveys/sat-bas.php.



Performance Measure 9: Number of schools participating in the Action Schools! BC program

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual	Variance	Target Met?
9. Number of schools participating in the Action Schools! BC program	N/A[1]	N/A	617	Trend over time improvement	893	+ 276	Yes

Selection Rationale

- This performance measure indicates the number of schools registered in the Action Schools! BC program.
- Action Schools! BC is part of the ActNow[2] initiative which was launched in 2005, with the goal of making British Columbia the healthiest jurisdiction ever to host the Olympic and Paralympic Games. The Ministry of Education, the Ministry of Agriculture and Lands, and the Ministry of Health are working together to promote physical activity and healthy eating, and to reduce harmful behaviours (such as tobacco use and substance abuse). Action Schools! BC is a school-based initiative that integrates healthy living and healthy school environments into the social fabric of schools.
- Action Schools! BC was developed in direct response to awareness that children's health outcomes are related to their level of physical activity, and that patterns of healthy behaviour are established early in life.
- This measure was chosen because it indicates the degree to which schools are interested in promoting physical activity, and the level of schools' support for the Government's strategic goals.
- It is important to note that while participation in Action Schools! offers a good indication that the school is promoting and offering opportunities for physical activity, it does not actually tell us about levels of physical activity.

Variance Explanation

- As this measure was newly introduced in the 2005/06–2007/08 Service Plan Update — September 2005, the Ministry does not have the multi-year data that would indicate a trend. However, early results show that for the 2005/06 school year, there were 893 schools registered for the Action Schools! program. This is an increase of 276 schools registered for Action Schools! from the previous year.
- The increase in school participation in Action Schools! can be attributed to initiatives to promote the importance of good health, including ActNow, Health-Promoting Schools, and new curriculum.
- The Ministry of Education, in partnership with the Ministry of Health will continue to build on the successes of Action Schools! by making the program available province-wide from Kindergarten to Grade 9, and by developing a model for secondary schools.

Data Sources

- Source: Action Schools! BC is a partnership between the Ministry of Education and the Ministry of Health and is administered through Legacies Now.
- Year: the data for 2005/06 were collected in the 2005/06 school year, and are accurate as of May 31, 2006.
- For more information on Data Confidence, please see Appendix C.

[1] Data not available — measure first introduced in the 2005/06–2007/08 Service Plan Update — September 2005.

[2] For more information on ActNow, please visit: http://www.gov.bc.ca/bvprd/bc/content.do?contentId=1610631012&brwId=%402Or3L%7C0YQtuW&navId=NAV_ID_province.

Changes

This performance measure was discontinued in the 2006/07–2008/09 Service Plan. The Ministry has determined that a better way to measure the physical activity levels of students is to ask them directly (on the Annual Satisfaction Survey) how much time they spend engaged in physical activity. However, Action Schools! remains a key component of the Government's ActNow initiative and the Ministry will continue to support and encourage schools' participation.

Performance Measure 10: Proportion of healthy foods for sale in schools

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Baseline		Variance	Target Met?
10. Proportion of healthy foods for sale in schools	N/A[1]	N/A	N/A	Trend over time improvement	Beverage Vending Products		New measure — data not available	New measure — data not available
					Elementary	33%		
					Middle	34%		
					Secondary	26%		
					Snack Vending Products			
					Elementary	30%		
					Middle	31%		
					Secondary	19%		

Selection Rationale

- By 2009 (or earlier) schools in British Columbia will no longer provide unhealthy food for sale. (The criteria for determining which foods are deemed to be healthy choices are determined by a panel of B.C. nutritionists.) To monitor and report on progress in eliminating unhealthy foods for sale in schools the Ministry will collect data to report on the percentage of healthy foods sold in B.C. schools. This measure is important because children consume approximately one-third of their calories at school and a significant amount of that is purchased on-site. Reducing access to less healthy choices helps reduce preventable chronic diseases among this targeted population.
- This measure was chosen because it supports the Ministry's objective of promoting health in B.C.'s schools, and indicates, in conjunction with other performance measures, how much progress has been made in meeting the Government's great goal of leading the way in North America in healthy living and physical fitness. As well, it supports the healthy eating component of the Government's ActNow initiative, which is designed to make British Columbia the healthiest jurisdiction to ever host the Olympic and Paralympic Games.
- One of the risks in using data on food sold through vending machines to measure healthy eating is that students can still bring their own less than healthy snacks, or purchase them off-site. As well, the data only represent those schools which responded to the survey (71.2 per cent). Finally, the data represent only vending machine products sold in B.C. schools. Food sold in cafeterias, school stores and fund-raising events is not included in this measure at this time (but will be monitored in the future).

[1] Data not available — measure introduced in the 2005/06–2007/08 Service Plan Update — September 2005.

Variance Explanation

- New measure — baseline data only
- In order to encourage students to choose the healthy vending machine choices over the less healthy options, the Ministry of Education has introduced the Guidelines for Food and Beverage Sales in B.C. Schools (Nov. 2005) and is working to support schools as they implement the Guidelines.
- The Ministry intends to conduct a follow-up study on the percentage of healthy foods sold in schools during the 2006/07 school year, and the results will be made available to the public.

Data Sources

- Source: School Food Sales and Policies Provincial Report, Ministry of Education and Ministry of Health.
- Year: the data were collected during the 2005/06 school year.
- For more information on Data Confidence, please refer to Appendix C.

Changes

In order to focus on strategic goal-level performance measures, this indicator has been discontinued in the 2006/07 – 2008/09 Service Plan. However, encouraging healthy eating continues to be a key priority for achieving the Government's strategic goals, and for the Ministry, in continuing its focus on Health-Promoting Schools.

Performance Measure 11: Percentage of school district Accountability Contracts that address safety

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Baseline	2005/06 Target	2005/06 Actual	Variance	Target Met?
11. Percentage of school district Accountability Contracts that address safety	N/A[1]	N/A	67%	Trend over time improvement	70%	+ 3%	Yes

Selection Rationale

- Each of the 60 school districts must complete an Accountability Contract[2] every year. An Accountability Contract is a school board's public commitment to improve student achievement, and reflects the unique characteristics, priorities and needs of each school district. This indicator measures the percentage of school districts that address safety in their Accountability Contracts. Many school districts do this through efforts to define and promote social responsibility and good citizenship.
- By measuring the number of school districts that address safety in their Accountability Contracts the Ministry will be able to assess its progress in focusing attention on the issue of safety. For children to achieve their full potential, the environment in which they learn must be respectful and safe. This performance measure supports the Government's stated objective of having a zero tolerance policy for bullying in schools, and instilling the qualities of good citizenship in our students.
- A concern with this measure is that schools could be doing significant work in this area, but may not include that work in their Accountability Contracts. The Ministry is working to help schools ensure that their Accountability Contracts reflect the work that occurs in schools.

[1] While Accountability Contracts were in place at this time, the Ministry did not start to monitor for safety content until 2004/05.
[2] For more information on Accountability Contracts, please visit: http://www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/.

Variance Explanation

- The percentage of Accountability Contracts that address safety has increased by 3 percentage points (from 67 per cent to 70 per cent) from 2004/05 to 2005/06. Although the Ministry does not yet have the multi-year data to track trends, the initial results indicate that safety continues to be a key component for the majority of school districts in the Accountability Contracts.
- To increase the percentage of Accountability Contracts that address safety, the Ministry changed the guidelines for contracts so that districts must take safety-related data into consideration for school plans and Accountability Contracts.

Data Sources

- Source: District Accountability Contracts, Ministry of Education.
- Year: Data are from the 2005/06 school year.
- See Data Confidence in Appendix C.

Changes

In order to focus on strategic goal-level performance measures, this indicator was discontinued in the 2006/07 – 2008/09 Service Plan. However, the Ministry will still encourage and support school districts to focus on safety, and will continue to monitor the Accountability Contracts to review progress in this area.

Objective 1.3: Achievement will improve for all students

LINK TO GOVERNMENT'S FIVE GREAT GOALS

Supports 1: Make British Columbia the best-educated, most literate jurisdiction on the continent.

Supports 3: Build the best system of support in Canada for persons with disabilities, those with special needs, children at risk and seniors.

Improving student achievement is the primary goal of the Ministry of Education. The Ministry will continue to demonstrate its commitment to achievement and excellence by monitoring, assessing, measuring and publicly reporting on student achievement. Some of the sub-populations of students (Gifted Students, for example) have completion rates at or near 100 per cent, which means there is little or no room for improvement in these groups. One way, therefore, for the Ministry to demonstrate improvement in the overall completion rate is to improve the achievement levels of vulnerable students. A critical first step is to monitor and report on the progress of sub-populations of students, or breakout groups. The Ministry's data system allows for analysis of these sub-populations. An example of this type of analysis is the Ministry's *Aboriginal Report — How Are We Doing?*[19] The Ministry continues to improve and extend existing information systems, through for example, the British Columbia Enterprise Student Information System.

In this way, the Ministry is also able to use achievement levels as a reflection of the equity of the education system, and as an indication of whether the most vulnerable students have

[19] For more information, please visit: http://www.bced.gov.bc.ca/abed/performance.htm.

access to a quality education system. In support of Government's strategic education and literacy goal, the Ministry has continued efforts to improve Aboriginal student achievement, and is seeing positive results, with achievement levels on an upward trend. In keeping with the Government's strategic goal of supporting the most vulnerable members of society, the Ministry has focused on supporting students with special needs and on helping them to be successful.

One area where caution must be exercised when reporting on breakout groups is privacy — for example, if there are only a few students in a particular group, there is a risk that the student might be easily identified. In such cases, the Ministry does not report the data publicly.

Strategies

To report achievement information on students through assessment, measurement, monitoring, reporting results and managing overall system performance by reporting achievement levels on breakout groups — This strategy was chosen because in order to improve achievement levels, the Ministry, partners and stakeholders must have accurate and reliable data on which to develop plans, policies, goals and targets. One of the projects that was developed to support this strategy is the BC Enterprise Student Information System (BCeSIS).

The BCeSIS provides schools and school districts with an integrated web-based system to manage student information throughout the province. BCeSIS supports a broad range of operational needs of schools and school districts. It performs vital functions such as student admission and registration, course management and scheduling, attendance tracking, special education management, incident management and report cards. In addition, the system will provide schools with more direct access to student performance information and results from one location, improving student achievement by ensuring educational goals are being met.

This new system replaces 25 different systems in schools across B.C. Implementation began in Spring 2005, and as of June 2006, over 597 schools were in full production, representing approximately 205,000 students. All 60 public school boards and 118 independent schools have now signed agreements to implement this common system over the next few years. Participation in this system by school districts and independent schools is voluntary.

Performance Measure 12: Completion Rates (Dogwood Diploma)

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual	Variance	Target Met?
12. Completion Rate (Dogwood Diploma)									
Overall	76%	77%	79%	79%	79%	79%	2005/06 results will be available in late 2006	+3%	Yes
Aboriginal	42%	42%	46%	46%[1]	48%	49%		+6%	Yes
Male	72%	73%	75%	75%	76%[2]	75%		+4%	Yes
Female	81%	82%	83%	83%	83%	79%		+2%	Yes
English-as-a-Second-Language	77%	79%	80%	82%	83%	83%		+6%	Yes
French Immersion	92%	94%	93%	92%	90%	90%		-2%	No
Special Needs									
• Sensory Disabilities	70%	59%	63%	65%	66%	67%		-4%	No
• Learning Disabilities	N/A[3]	N/A	45%	70%	68%	70%		+23%	Yes
• Behaviour Disabilities	13%	13%	19%	23%	26%	27%		+13%	Yes

Selection Rationale

- The school completion rate is determined by calculating the per cent of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a B.C. public or independent school.[4] The completion rate was chosen as a key performance measure because it is tangible evidence that students have succeeded in the K – 12 education system, and because it acts as a passport to either post-secondary education or the workplace. In our society, young adults have a far better chance of making a successful transition to either post-secondary education or to the workforce if they complete the graduation requirements and receive a secondary school graduation diploma. Lack of a secondary school diploma, in turn, gives rise to all the costs that result from failure to complete secondary school, such as higher unemployment costs, higher rates of incarceration, higher rates of welfare dependence, and a higher incidence of chronic health problems. All of the costs associated with failure to graduate put unnecessary pressure on Government resources, and put the Government's economic and social goals at risk.

[1] This figure was reported incorrectly in the Ministry of Education's 2004/05 Summary of Key Information (previously reported at 47%) and has since been corrected (the correct figure is 46% for 2003/04).

[2] Corrected from last update.

[3] The Special Education completion rate no longer includes the "mild intellectual" category — so this rate is not comparable to the rate previously reported in the 2006/07 – 2008/09 Service Plan. However, the rates reported above have been adjusted so that they include only: Sensory Disabilities, Learning Disabilities, and Behaviour Disabilities.

[4] Calculation of the Completion Rate requires an estimate for out migration from B.C. This estimate cannot be generated at school level, therefore the Completion Rate is available only at District and Province level.

Variance Explanation

- The completion rate for French Immersion has decreased by 2 percentage points since 2000/01 — this is most likely because many French Immersion students switch out of the program in Grades 11 and 12.
- Due to the fact that fulfilling French Immersion program graduation requirements necessitates more credits than a non-French Immersion program, there is a tendency for students in these programs to transfer into regular graduation programs during their senior years, in order to free up credits for other courses required for graduation post-secondary studies. This trend has increased recently due to revisions to requirements for graduation and the development of Grade 10 provincial exams. This transfer out of French Immersion appears as a lower completion rate for this sub-group, but many of these students are completing school in non-French Immersion programs.
- The completion rate for students with Sensory Disabilities has decreased by 4 percentage points from 2000/01 to 2004/05. As there are so few students in the Sensory Disabilities Learning Group, the variance can be significantly affected by the scores of individual students.
  The Learning Disabilities Group increased by 23 percentage points from 2002/03 to 2004/05, while the Behaviour Disabilities Group increased by 13 percentage points from 2000/01 to 2004/05. These increases can be attributed to an increased focus (through Accountability Contracts, for example) on the achievement of special needs students.

Data Sources

- Source: Data for Completion Rates are based on the Ministry of Education's 1701 form, student transcripts, and provincial exams.
- Year: Data are based on the 2002/03, 2003/04 and 2004/05 school years.
- For more information on Data Confidence, please see Appendix C.

Changes

- In the 2006/07–2008/09 Service Plan, the targets for this performance measure were changed to numerical targets, from the previous target (in the 2005/06–2007/08 Service Plan Update — September 2005) of "trend over time improvement." The shift to numerical targets represents a desire to have clear, unambiguous targets that are understandable to all levels of the education system.

Performance Measure 13: Provincial Assessment Results

A: Foundation Skills Assessment (FSA)

B: Graduation Program Exams

Performance Measure		2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual	Variance	Target Met?
13. Provincial Assessment Results: A. Foundation Skills Assessment — Per cent meeting or exceeding expectations	Reading Grade 4	78%	80%	77%	80%	79%	79%[1]	2005/06 results will be available in Fall 2006	+ 1%	Yes
	Reading Grade 7	76%	76%	77%	80%	77%	77%		+ 1%	Yes
	Writing Grade 4	91%	94%	94%	91%	93%	N/A[2]		+ 2%	Yes
	Writing Grade 7	81%	84%	79%	90%	90%			+ 9 %	Yes
	Numeracy Grade 4	84%	85%	87%	88%	87%	87%		+ 3%	Yes
	Numeracy Grade 7	81%	82%	84%	83%	83%	83%		+ 2%	Yes
B. Graduation Program Exams — Per cent passing exam	English 10	Data not available due to staggered implementation of some 2004 Graduation Program Exams				91%	Trend over time improvement	2005/06 results will be available in Fall 2006	New measure — data not available	New measure — data not available
	Francais langue premiere 10					93%				
	Applications of Mathematics 10					85%				
	Essentials of Mathematics 10					84%				
	Principles of Mathematics 10					91%				
	Science 10					82%				
	Civic Studies 11									
	Social Studies 11									
	BC First Nations Studies 12									
	Technical & Professional Communications 12	69%	76%	83%	87%	83%			+ 14%	Yes
	English 12	90%	93%	93%	92%	93%			+ 3%	Yes
	Communications 12	89%	93%	92%	90%	92%			+ 3%	Yes

[1] The targets for this performance measure have been changed to numerical targets in the 2006/07 – 2008/09 Service Plan, from the previous target of "trend over time improvement." The shift to numerical targets represents a desire to have clear, unambiguous targets that are understandable to all levels of the education system.

[2] No target was set for the Writing component of the FSA because Reading and Numeracy are the focus of the performance measure in the 2006/07 – 2008/09 Service Plan.

Selection Rationale

Foundation Skills Assessment (FSA)

- The Foundation Skills Assessment[3] is used to measure the percentage of public and independent school students in Grades 4 and 7 who meet or exceed grade level expectations in three key areas of student learning — Reading, Writing and Numeracy. The Foundation Skills Assessment is administered to all students in Grades 4 and 7, and focuses on Reading, Writing and Numeracy because these skills form the foundation for other learning. FSA standards, which are set by the Ministry, are based on the recommendations of B.C. teachers.
- The FSA was chosen as a measure because it can alert educators to shifts in achievement on a broad scale, such as when there is an overall improvement or decline in reading skills. As well, the data gathered from the FSA provide all levels of the education system (for example, School Planning Councils) with an opportunity to plan more effectively, and to focus on key priorities that will help the Ministry and Government meet their goals.
- The risk to using this measure is that as with any large-scale assessment at the provincial, national or international level, the goal is to see incremental improvement — it is expected that there will be slight fluctuations from year to year, due to variations in class composition and ability.

Graduation Program Exams

- This indicator measures the percentage of students who earn a final mark of at least 50 per cent in a Graduation Program Exam.[4] Students in the British Columbia school system are required to write five Graduation Program Exams (generally in three years) in order to graduate. Their exam marks are blended with their classroom marks to produce a blended final mark. Students must receive a final blended mark of at least 50 per cent in order to pass the course and earn credits needed to graduate. The exams are in courses in four academic areas, and are a key measure of how successful the K–12 system is in achieving its goals. Exams are required in the following areas:
  - Language Arts 10
  - Mathematics 10 (Essentials, Applications or Principles of Mathematics)
  - Science 10
  - Social Studies 11; Civics Studies 11; or B.C. First Nations Studies 12; and a
  - Language Arts 12 (Technical and Professional Communications 12, English 12 or Communications 12)
- Although the examination results do not indicate the percentage of students who have passed the course after the exam marks are blended with the classroom marks, the percentage of students who have passed the exams does represent a provincial, rather than a local, standard in these important areas of academic achievement.
- The risk to using the examination pass rates is that they may give an inaccurate sense of how many students are passing the course and on the path to graduation. This is especially true for the Grade 10 and 11 exams, which represent only 20 per cent of students' final blended marks.

[3] For more information on the Foundation Skills Assessment, please visit: http://www.bced.gov.bc.ca/reporting/achieve/fsa-bas.php.
[4] For more information on Graduation Program Exams, please visit: http://www.bced.gov.bc.ca/reporting/grad/.

Variance Explanation

Foundation Skills Assessment

The target of trend over time improvement has been met for all areas of the Foundation Skills Assessment.

The small incremental improvements in FSA results are to be expected. Results usually do rise to a small extent after the initial year of implementing a new assessment program.

Graduation Program Exams

Addition of Grade 10 exams has just occurred with the recent revision of the Graduation Program, therefore only one year of results are available. There are several years of results available for three Grade 12 courses (Technical & Professional Communications 12, English 12, and Communications 12). These generally indicate a gradual improvement in results. The improvement for Technical & Professional Communications 12 is more pronounced, but this pattern may be due to fluctuations from lower enrolments.

Data Sources

Foundation Skills Assessment

- Source: Foundations Skills Assessment, Ministry of Education.
- Year: the data were collected during the 2004/05 school year.

Graduation Program Exams

- Source: Ministry of Education
- Year: The data were collected during the 2004/05 school year
- For more information on Data Confidence for FSA and Graduation Program Exams, please see Appendix C.

Changes

For the 2006/07 – 2008/09 Service Plan, the Graduation Program Exam component has been discontinued in order to focus on Literacy (in particular, on Reading). However, the Graduation Program Exams will continue to be monitored and reported on the Ministry website.

Performance Measure 14: Transition Rates:

A. Transition from Grade 8 to a higher grade

B. Transition from Grade 12 to post-secondary education

C: Transition from Grade 12 to the workforce

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual	Variance	Target Met?
14. Transition Rates: A: Transition from Grade 8 to a higher grade	95%	94%[1]	95%	Trend over time improvement	Data collected in the 2005/06 school year will be reported in the Graduate Transitions Survey in Fall 2006	No variance	No
B: Transition from Grade 12 to post-secondary education	72% had taken some post-secondary training	69% had taken some post-secondary training	74% had taken some post-secondary training			+ 2%	Yes
C. Transition from Grade 12 to the workforce	33% working full or part time	38% working full or part time	31% working full or part time			- 2%	No

[1] In the 2005/06 – 2007/08 Service Plan Update — September 2005, this figure was reported as 20,530 (combining transitions to work and to post-secondary studies). In order to facilitate comparisons across years in the current report, the Ministry is using percentages, and separately listing transitions to work and post-secondary.

Selection Rationale

Transition from Grade 8 to a higher grade

- The Grade 8 to higher grades transition rate measures the per cent of students in Grade 8 who enroll in Grade 9 or higher in the following year.
- The transition beyond Grade 8 is a key measure of success because it is the earliest point at which students tend to leave school. This measure, when it decreases, alerts educators to a serious problem that may require immediate attention. The Ministry's target of trend-over-time improvement is intended to keep the transition rate as high as possible. If a student fails to make this critical transition there is less likelihood that he or she will complete high school within the prescribed six year time frame.

Transition from Grade 12 to post-secondary education, or to the workforce

- The Graduate Transition Survey[2] is meant to create a transition picture of British Columbia secondary school graduates going into post-secondary education or the work force. Survey results offer information about the graduates' main transition activity during the past year and what they predict their main activity will be in the upcoming year. The survey also indicates graduates' level of satisfaction with their secondary school education and how it helped them prepare for either post-secondary studies or employment.
- The Ministry of Education strives to provide students with a high-quality education that is relevant and career-oriented. As one of the key tenets of the education system is to prepare students for full and meaningful participation in society, it is important to measure the rate at which students move from graduation to either post-secondary education or the workforce. Transition rates are an indicator of both overall student achievement, and of the success of the Ministry in preparing students for life after graduation.
- Transition Rates can be affected by factors such as the cost of tuition and the unemployment rate.

Variance Explanation

Transition from Grade 8 to a higher grade

- The rate of transition from Grade 8 to a higher grade remains high at 95 per cent, with no increase or decrease. As this is the first year that students tend to begin leaving school, the transition rate is very close to 100 per cent — there is little room for variance from year to year. A later grade transition may show more variance, and may therefore be more readily influenced by, and responsive to, policy interventions.

Transition from Grade 12 to post-secondary education

- The transition rate from Grade 12 to post-secondary education increased by 2 percentage points from 2002/03 (from 72 per cent to 74 per cent). To see continuous improvement in this rate, the Ministry will continue to focus on overall student achievement, and to improve understanding of the Graduation Program among students, parents and teachers.

Transition from Grade 12 to the workforce

- The transition rate from Grade 12 to the workforce decreased 2 percentage points from 2002/03 (from 33 per cent to 31 per cent). While the transition rate decreased slightly, this is probably attributable to the increase in the transition rate to post-secondary education. As these two rates total almost 100 per cent — when one rises, the other tends to decrease. Measures to increase this rate include a continued emphasis on industry training programs, such as ACE-IT.

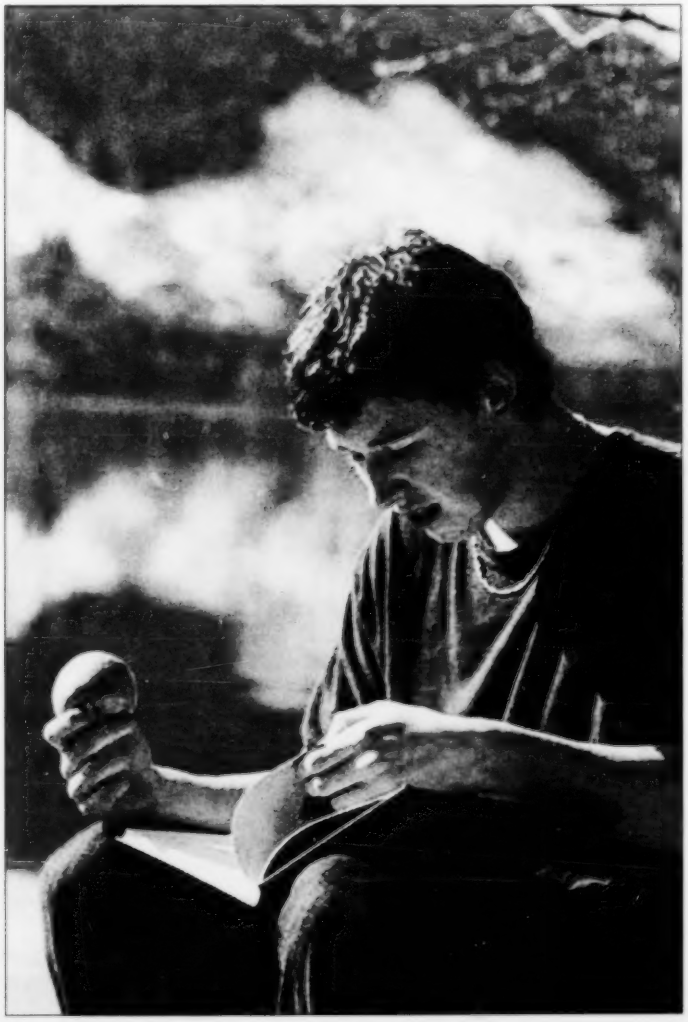
[2] Results of the Graduate Transition Survey are available at: http://www.bced.gov.bc.ca/careers/gradtran/.

Data Sources

- Grade transition data are from the Ministry of Education student-level data collection.
- Grade transition data are from the 2002/03, 2003/04 and 2004/05 school years.
- Graduate Transition Survey data are from a telephone survey of randomly selected recent graduates.
- Graduate Transition Survey data are based on 2001/02, 2002/03, and 2003/04 graduates.
- Please see Appendix C for Data Confidence.

Changes

- The wording for this measure has been changed slightly for clarification purposes.
- In order to focus on strategic goal-level performance measures, the 2006/07 – 2008/09 Service Plan uses only the transition rate to post-secondary education. However, the other transition rates will continue to be monitored and reported annually on the Ministry's website, in the Graduates in Transition Survey.



Ministry Goal 2: A high quality, performance-oriented education system

LINK TO GOVERNMENT'S GREAT GOALS

The Ministry's progress in maintaining a high quality performance-oriented education system supports the following Government great goals:

Goal 1: Make British Columbia the best-educated most literate jurisdiction on the continent — *A high quality education system will produce skilled and educated citizens who are able to meet the demands of a modern economy.*

Outcomes:

- Learning choices for students and parents, including expanded options for industry training
- Quality teaching and professional development for teachers
- Expanded (and more meaningful) opportunities for students and parents to become involved in their school's planning and decision-making processes

A high quality performance-oriented education system will result in high levels of student achievement. This goal is aimed at improving choice, flexibility and system capacity in order to improve student achievement. A central belief of government is that citizens should have choice — the K-12 education system reflects this belief by offering students and parents options that reflect their interests, lifestyles, learning styles, and career paths. Students are more likely to complete school and strive for excellence when the material they are learning is interesting and relevant to their lives.

Core Business Areas: *Public Schools; Independent Schools; Executive and Support Services; Debt Services and Amortization; and Early Learning and Literacy*

Objective 2.1: An environment of choice and flexibility exists in the K-12 education system

LINKS TO GOVERNMENT'S FIVE GREAT GOALS

Supports 1: Make British Columbia the best-educated, most literate jurisdiction on the continent.

Choice and flexibility within the education system mean that students are able to take the courses they want, at a time and place that is convenient for them. To support the goal of a high quality performance-oriented education system, the Ministry of Education recognizes the value of all learning, and realizes that learning is not confined to the classroom. Through strategies such as expanding program choices for students through alternative

service delivery methods and expanding program options for industry training, the Ministry is working to continually increase choice and flexibility in the education system. Increased choice and flexibility will result in improved student achievement by allowing students and parents to choose educational options that best fit their specific interests and goals.

In the 2006/07 - 2008/09 Service Plan, the Ministry has discontinued this objective in order to focus on citizen-centered service delivery. However, the Ministry and its partners will continue to encourage and support programs and initiatives that increase choice and flexibility in the education system.

Strategies

To expand course and program choices available to students by increasing alternative service delivery methods — The Ministry chose this strategy because there are many times when a student might want or need the flexibility to learn at a distance from a school's physical location. This type of learning is known as Distributed Learning.[20] Distributed Learning can be offered online over the Internet, but also may include a variety of other delivery methods such as using paper-based correspondence material, linking to live virtual classrooms or video technology and also attending some in-school sessions. One of the benefits of Distributed Learning is that students are able to start school at any point throughout the year. The latest results show that the number of students participating in Distributed Learning programs has increased dramatically since 2002/03 (up 3,701 students).

There may also be instances where students in rural areas of the Province want to take courses not offered at their school. By connecting classrooms to interactive technology, students have more choices. Eight B.C. school districts are currently offering this opportunity to students through their E-learning Research Sites.

To expand options for industry training — The Ministry chose this strategy to help meet the demands of British Columbia's economy for skilled, educated trades workers. Students and parents want to know that what is taught in schools will be useful in obtaining employment after graduation. At present, there are significant challenges in the recruitment of skilled trades workers, which could have a negative impact on B.C.'s ability to compete for investment dollars and on B.C.'s economic outlook. The Ministry is expanding options for industry training, and is attracting students to the skilled trades sector, with the number of students participating in industry training programs more than doubling since 2003/04.

[20] For more information on Distributed Learning, please visit: http://www.bced.gov.bc.ca/dist_learning/dl_vs_homeschool.htm.

Performance Measure 15: Percentage of public school students and parents satisfied with education program choices available to them

Performance Measure		2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual	Variance	Target Met?
15. Percentage of public school students and parents satisfied with education program choices available to them	Elementary school parents	65%	70%	71%	72%	Trend over time improvement	71%	+ 6%	Yes
	Secondary School parents	57%	59%	62%	62%		62%	+ 5%	Yes
	Secondary school students	44%	46%	47%	48%		47%	+ 3%	Yes

Selection Rationale

- In order to provide the best service and support possible, the Ministry annually collects opinions from students, parents and school staff on achievement, human and social development and safety. The level of satisfaction of parents and students serves as a critical measure for assessing the overall performance of the education system. In the annual Satisfaction Survey parents and students are asked about their satisfaction with the education program choices available to them. The data for this performance measure are useful for planning and decision-making at the school and school district level, as they can be incorporated into school performance plans and school district accountability contracts.
- This measure was chosen because it reflects the Ministry's commitment to service, and because it assesses the degree to which the education system is accessible, flexible and meets the needs of all students.
- The concern with using the Satisfaction Survey data is that its accuracy may be impacted if participation rates are low. To encourage participation, the Ministry has made available online versions of the survey.

Variance Explanation

- The Ministry met its target of trend over time improvement for each area. However, there is still room for improvement in the satisfaction levels of secondary school students, which the Ministry is working to improve through increased choice and flexibility.
- In the Government's 2006/07–2008/09 Strategic Plan, a key priority is citizen-centered service delivery. The Ministry will demonstrate its commitment to this initiative, and to improving service delivery, through the continued measurement of client and stakeholder satisfaction with the education system.

Data Sources

- Source: Annual Satisfaction Survey, Ministry of Education, found at: http://www.bced.gov.bc.ca/reporting/surveys/sat-bas.php.
- Year: the data were collected during the 2005/06 school year.
- Please see Appendix C for Data Confidence.

Performance Measure 16: Number of students participating in distributed learning programs

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual	Variance	Target Met?
16. Number of students participating in distributed learning programs	4,633	6,798	7,990	Trend over time improvement	8,334	+ 3,701	Yes

Selection Rationale

- This indicator measures the number of students in both public and independent schools who participate in distributed learning programs. Distributed learning is instruction that occurs when the student is primarily at a distance from the teacher and school. Distributed learning is an alternative to classroom based instruction for K–12 students, and can be delivered using paper-based print materials, electronic delivery, face-to-face communication, or combinations thereof.
- By offering alternative delivery methods, distributed learning provides school districts with greater autonomy and flexibility, and parents and students with greater choice. This measure assesses the degree to which education programs are accessible, flexible, and relevant.

Variance Explanation

- The trend over time results show that in 2005/06 8,334 students participated in distributed learning programs, which is an increase of 3,701 students since 2002/03.
- The Ministry has worked successfully to use new technologies to reach rural students, and to offer students choice and flexibility. As new technologies become available, the Ministry will continue to be at the forefront.

Data Sources

- Source: Ministry of Education:
  - data for facility type are based on the Ministry's 1601 form (School Data Collection).
  - data for student count are based on the Ministry's 1701 form (Student Data Collection).
- Year: the latest data are from September 2005.
- The student data include all school-aged and adult persons enrolled in a Distributed Learning facility and who are working toward a British Columbia Certificate of Graduation.
- For more information on Data Confidence, please refer to Appendix C.

Changes

In order to focus on strategic goal-level performance measures, this measure was discontinued in the 2006/07–2008/09 Service Plan.

Notes

The data are based on the September 20, 2005 student count. Some Distributed Learning students may choose to register in a later month, and are not included in the count.

Performance Measure 17: Number of choice programs available

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual (Baseline)	2005/06 Target	2005/06 Actual	Variance	Target Met?
17. Number of choice programs available	N/A[1]	N/A	5,149	Trend over time improvement	5,251[2]	+102	Yes

Selection Rationale

There are a range of choices available for today's student — including neighborhood, traditional or alterative schools, Aboriginal education programs, French immersion programs, full day Kindergarten, and programs focusing on fine arts, sports and trades. School boundaries are now open, and students can attend any school in the Province, provided there is space available. Currently, there are 5,251 choice programs available across B.C. More flexibility within the education system results in a greater likelihood that students will stay in school and graduate, because the courses are more relevant to their interests and future careers. This measure assesses progress in making education accessible to all students by offering choice and flexibility.

Variance Explanation

The results for 2005/06 indicate that there were 102 more choice programs available over the previous year.

Data Sources

- Source: The Ministry of Education
- Year: The data were collected during the 2005/06 school year
- See Appendix C for Data Confidence.

Changes

In order to focus on strategic goal-level performance measures, this indicator was discontinued in the 2006/07 – 2008/09 Service Plan. However, the Ministry remains committed to encouraging and supporting school districts to be flexible and accessible through increased choice.

[1] Data not available — measure first introduced in the 2005/06 – 2007/08 Service Plan Update — September 2005.
[2] This figure was taken from the Choice Finder website, and is accurate as of June 22, 2006: http://www.achievebc.ca/choices/search_about.aspx .

Performance Measure 18: Number of course challenges in the transcripts and examinations (TRAX) system

After collecting the data for this measure, the Ministry determined that it was not sufficiently robust, meaning that it did not measure what it was intended to measure. As well, data collection was not at an acceptable level of accuracy, as schools were not sending all completed course challenges to the Ministry, which rendered the data incomplete.

Performance Measure 19: Number of students participating in industry training programs

Performance Measure	2002/03 Actual	2003/04 Actual (Baseline)	2004/05 Actual	2005/06 Target	2005/06 Actual	Variance	Target Met?
19. Number of students participating in industry training programs[1]							
Secondary School Apprenticeship program	N/A[2]	508	727	Trend over time improvement	1,048	+ 540	Yes
Career Technical Center partnerships/ Accelerated Credit Enrolment in Industry Training programs	N/A	859	1,822	Trend over time improvement	2,309	+ 1,450	Yes

Selection Rationale

- This indicator measures the number of students who participate in the Secondary School Apprenticeship (SSA) program, the Career Technical Center partnerships, and ACE-IT programs (Accelerated Credit Enrolment in Industry Training). Skilled trades programs provide valuable and rewarding training to students. The number of students participating in the SSA program and in CTC partnerships and ACE-IT programs indicates the success of the education system in attracting students to a career in the trades sector.
- As there are challenges in recruiting skilled trades workers, attracting students to the trades sector and providing them with the opportunity to learn relevant skills is critical in order for Government to meet the requirements of the labour market.

Variance Explanation

- The Ministry met its target of trend over time improvement — Secondary School Apprenticeship programs increased by 540 students, and Career Technical Center partnerships and ACE-IT programs increased by 1,450 students.
- Although the final data on completion rates for the program for the 2005/06 school year were not available at the time of publication, the results as of March 31, 2006 indicate that the Ministry has been successful in expanding industry training options and in attracting students to participate. The Ministry will continue to promote skills training through a variety of ways — for example, the Province is providing funding for a mobile trades unit to improve access to skills training for students in the Kamloops/Thompson school district. The mobile unit will offer hands-on skills training for students in a variety of trades, to be determined by a steering committee that will include the school district, the CTC, Thompson Rivers University and industry partners.

Data Sources

Source: Ministry of Education, Transcripts data and Industry Training Authority data.

Year: The 2005/06 results were collected during the 2005/06 school year, and are accurate as of March 31, 2006.

See Appendix C for Data Confidence.

[1] http://www.aved.gov.bc.ca/industrytraining/.

[2] Data not available — this measure first introduced in the 2004/05 – 2006/07 Service Plan.

Changes to Measures

- The targets for this performance measure have been changed to numerical targets in the 2006/07 – 2008/09 Service Plan, from the previous target of "trend over time improvement." The shift to numerical targets represents a desire to have clear, unambiguous targets that are understandable to all levels of the education system.
- The Ministry and its partners will continue to expand industry training options, in order to meet the demands of B.C.'s labour market.

Notes

The 2005/06 results are accurate as of March 31, 2006. The participation rate is based on enrollment — as students are enrolled for 2 years, the Ministry is able to confirm enrollment, but not completion.

Objective 2.2: Focus on teaching and learning

LINKS TO GOVERNMENT'S FIVE GREAT GOALS

Supports 1: Make British Columbia the best-educated most literate jurisdiction on the continent.

In order to achieve the goal of a high quality performance-oriented education system, the Ministry emphasizes teaching and learning to improve student achievement. To achieve this objective, the Ministry has focused on two new strategies: the first is to promote quality teaching through a focus on professional development for principals and vice-principals through the Supervision for Learning project; the second is to review the Integrated Resource Packages (IRPs) to identify which learning outcomes are essential, and which learning outcomes, if any, can be eliminated or streamlined. Developing and recognizing excellence in teaching is critical in improving student achievement. British Columbia's teachers and education professionals are among the most dedicated and talented anywhere.

This objective was discontinued in the 2006/07 – 2008/09 Service Plan, in order to focus on the career development path for students. However, supporting teachers remains an important objective for the Ministry, and work around this critical area will continue. A Teachers' Congress, where the Minister will meet with teachers from around the Province, is slated for Fall 2006.

Strategies

To promote quality teaching through a focus on professional development for principals and vice-principals through the Supervision for Learning Project — The Ministry chose this strategy in recognition of the fact that strong and effective leadership is important to the success of schools and school districts in improving student achievement. The Supervision for Learning program was developed by the British Columbia Principals' and Vice-Principals' Association and the British Columbia School Superintendents' Association and is supported by the Ministry of Education. It centers on the supervision of teaching as a process for transforming schools into a reflective, collaborative culture that promotes the continuous learning and growth of everyone involved. District teams of supervisors and school

administrators participate in provincial think tanks to share experiences in helping teachers improve instruction and engage in reflective dialogue and inquiry. This focus on supervision to improve effective teaching and student achievement has become a driving force in building instructional leadership capacity and positive relationships in school districts.

To review IRPs and identify essential learning to clarify Provincial expectations — The Ministry chose this strategy in order to help schools and school districts concentrate on essential learning outcomes. The Ministry's efforts in this area have received positive feedback from stakeholders.

Performance Measure 20: Percentage of educational leaders successfully completing the Supervision for Learning program

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual (Baseline)	2005/06 Target	2005/06 Actual	Variance	Target Met?
20. Percentage of educational leaders successfully completing the Supervision for Learning program	N/A[1]	N/A	25%	100% of educational leaders complete program within 2 years	75%	Data not available until 2007/08	Data not available until 2007/08

Selection Rationale

- The British Columbia Principals' and Vice-Principals' Association and British Columbia School Superintendents' Association, in partnership with the Ministry of Education, have developed a comprehensive Supervision for Learning program to help education leaders enhance their core skills. The goal is for superintendents, assistant superintendents, directors, school principals and vice-principals to improve their management skills and to provide greater support for teachers in the classroom. By measuring the leadership capacity of supervisors and their support for teachers in the classroom, the Ministry is assessing the extent to which the system is focused on teaching and learning, and ultimately, on student achievement.
- This measure was chosen because it indicates the extent to which education leaders possess the skills to support and mentor teachers in the classroom, and to create a learning environment where excellence is expected.
- As the BCTF does not support a supervisory relationship between principals and teachers, this measure may create tension.

Variance Explanation

The variance will not be available until 2007/08, as the target is to have 100 per cent of educational leaders complete the program by 2007/08. However, the results for 2005/06 show that 75 per cent of vice-principals, principals, directors, assistant superintendents and superintendents have attended Supervision for Learning workshops and are putting their knowledge and skills to good use in their schools and districts. As well, an additional 10 per cent of school and district staff are attending or have attended large group in-service sessions during the past year.

The Ministry fully expects to meet its target by 2007/08.

[1] Data not available — measure first introduced in the 2005/06 – 2007/08 Service Plan Update — September 2005.

Data Sources

- Source: the Ministry of Education keeps data on all districts visited.
- Year: the data are for the 2005/06 school year.
- See Appendix C for Data Confidence.

Changes

In order to focus on strategic goal-level performance measures, this indicator has been discontinued in the 2006/07 – 2008/09 Service Plan. However, the Ministry and its partners remain committed to the continued development of leadership capacity in education leaders. The Supervision for Learning program will continue in 2006/07.

Performance Measure 21:

A. Number of Integrated Resource Packages (IRPs) reviewed

B. Number of learning outcomes in IRPs that have been streamlined or eliminated

Performance Measure	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual (Baseline)	Variance	Target Met?
21. A. Number of Integrated Resource Packages (IRPs) reviewed	N/A[1]	N/A	N/A	Trend over time improvement	18	New measure — data not available	New measure — data not available
B. Number of learning outcomes in IRPs that have been streamlined or eliminated	N/A	N/A	N/A	Trend over time improvement	510	New measure — data not available	New measure — data not available

[1] Data not available — measure first introduced in the 2005/06 - 2007/08 Service Plan Update — September 2005.

Selection Rationale

- Integrated Resource Packages consist of provincially required curriculum, suggested ideas for assessment, and a list of recommended learning resources.
- The Ministry of Education conducted a review of the Integrated Resource Packages (IRPs) in an effort to re-focus student learning outcomes on the fundamental skills that students need to succeed. This indicator assesses the number of IRPs reviewed and the number of learning outcomes that were streamlined or eliminated.
- By streamlining and/or eliminating learning outcomes that do not focus on the fundamentals, the Ministry helped schools and school districts to concentrate on essential learning outcomes, while still allowing for choice and flexibility within the system. In focusing on essential learning outcomes, the Ministry, schools, and school districts worked together to achieve the goal of a high quality performance-oriented education system.

Variance Explanation

New measure — baseline data only

Data Sources

- Source: the Ministry of Education
- Year: the data were collected during the 2005/06 school year.
- See Appendix C for Data Confidence.

Changes

In order to focus on strategic goal-level performance measures, this measure has been discontinued in the 2006/07 – 2008/09 Service Plan.

Objective 2.3: Continued emphasis on accountability measures, including District Reviews, Accountability Contracts, School Planning Councils, and Aboriginal Education Enhancement Agreements

LINKS TO GOVERNMENT'S GREAT GOALS

Supports 1: Make British Columbia the best-educated, most literate jurisdiction on the continent.

Accountability is one of the cornerstones of the Government's value system. In an ongoing effort to make the education system more accountable, the Ministry has engaged education partners in examining performance as a means to improve achievement, and has decided to make school and district performance data publicly available. The Ministry has worked to focus school board activities on the Government's great goals by requiring input from School Planning Councils to develop annual School Plans, annual Accountability Contracts, District Reviews and Aboriginal Education Enhancement Agreements. Clear lines of accountability and responsibility will ultimately strengthen and contribute to a quality performance-based education system.

In addition, the Ministry has worked to develop reporting requirements for schools and school districts related to class size, teacher hiring, terminations, disciplinary actions and professional development. In May 2006, the Government passed legislation establishing new class-size limits, accountability measures and requirements for consulting with parents and teachers to help improve student achievement.

Under the *Education (Learning Enhancement) Statutes Amendment Act, 2006*:

- No class in grades 4 – 7 will have more than 30 students, except with the consent of the classroom teacher and the approval of the principal and district superintendent. The rationale for exceeding the limit must be made public.
- The district average class size for grades 4 – 7 must not exceed 28 students.
- No class will have more than three identified special needs students, except with the approval of the principal and superintendent, and prior consultation with the classroom teacher.
- No class in grades 8 – 12 will have more than the current district-wide average maximum of 30 students except with the approval of the principal and superintendent, and prior consultation with the classroom teacher. The rationale for exceeding the limit must be made public.

The legislation includes new measures for consulting parents and teachers on class size and composition. Principals must consult with their School Planning Council on class organization each year.

The legislation also includes tough new requirements for reporting class size and composition. The superintendent must review and report on the organization of all classes in the school district. The superintendent must verify that the district is in compliance with class-size and composition legislation and that, in the opinion of the superintendent, the organization of classes in the district is appropriate for student learning. For the first time ever, the superintendent must submit a report on class size to the school board and the district parent advisory council. The school board may accept the report, or instruct the superintendent to revise it and then forward it to the Minister of Education, who must make the report public.

The legislation also provides a mechanism to ensure boards comply with the legislation. If a school board fails to comply with class size and composition requirements, the Province will appoint a special administrator. If the board fails to follow the direction of the special administrator, the board may be dissolved and a trustee appointed to conduct the affairs of the school district.

There will also be an automatic review of the class-size and composition legislation. The amendments require the Minister of Education to appoint a committee within a year to review the legislation. The following representatives will be invited to sit on the committee: two each from the Ministry, the B.C. School Trustees' Association, the B.C. Confederation of Parent Advisory Councils, the B.C. Principals' and Vice-Principals' Association, and the B.C. School Superintendents' Association, and four from the B.C. Teachers' Federation.

Strategies

To continue to require annual School Plans, annual district Accountability Contracts, and annual District Reviews[21] under the terms of the Accountability Framework. As well, continue to work with school districts to complete Aboriginal Education Enhancement Agreements in all districts — The Ministry chose this strategy because it reflects the Government's and Ministry's commitment to balance public accountability with local autonomy and flexibility in decision-making. The Accountability Framework has been useful for enhancing school and school board efforts to improve student achievement.

To develop reporting requirements for schools and school districts related to class size, teacher hiring, terminations, disciplinary actions and professional development — This strategy was chosen by the Ministry in order to improve public accountability by setting firm limits on class size and composition, while respecting local decision-making and ensuring that all education partners have a voice in improving students' learning conditions. This strategy was the basis on which the *Education (Learning Enhancement) Statutes Amendment Act, 2006* was developed.

Performance Measure 22: Percentage of school district Accountability Contracts, District Reviews, and Aboriginal Education Enhancement Agreements that focus on student achievement

Performance Measure		2003/04 Actual	2004/05 Actual (Baseline)	2005/06 Target	2005/06 Actual	Variance	Target Met?
22. Percentage of school district Accountability Contracts, District Reviews, and Aboriginal Education Enhancement Agreements that focus on student achievement	District Reviews	100%	100%	Maintain 100%	100%	No variance	Yes
	Accountability Contracts	100%	100%	Maintain 100%	100%	No variance	Yes
	Aboriginal Education Enhancement Agreements	100%	100%	Maintain 100%	100%	No variance	Yes

Selection Rationale

- This performance measure indicates the extent to which the key documents under the Accountability Framework focus on student achievement. It reflects whether the Ministry has been successful in encouraging key stakeholders to focus on an overarching goal, and to work toward its achievement. High student achievement levels are the foundation for successful economic and social life in the Province.

[21] Information on the district review process can be found at: http://www.bced.gov.bc.ca/review/.

Variance Explanation

- The Ministry met its target of focusing 100 per cent of the District Reviews, Accountability Contracts and Aboriginal Education Enhancement Agreements on student achievement. The Ministry's success in this area indicates that while these accountability documents will continue to be monitored, the Ministry will now be able to focus on other areas that require attention.

Data Sources

- Source: the Ministry of Education
- Year: the data were collected during the 2005/06 school year.
- See Appendix C for Data Confidence.

Changes

In order to focus on strategic goal-level performance measures, this measure has been discontinued in the 2006/07 – 2008/09 Service Plan. However, the Ministry will continue to monitor these documents for a focus on student achievement.

Objective 2.4: Build capacity of School Planning Councils

School Planning Councils are advisory bodies comprised of:

- the school principal;
- one teacher representative from the teaching staff, elected by secret ballot;
- three representatives from the school's parent advisory council, all elected by secret ballot, one of whom is an elected officer of the parent advisory council; and
- one student from Grade 10, 11 or 12, where applicable, appointed annually by the school principal after consultation with the students enrolled in those grades at the school.

School Planning Councils reach out to all members of the school community, including all parents, students, teachers and support staff. School plans reflect the characteristics, values and needs of the school community. The School Planning Council is required under legislation, and must meet the requirements outlined in the *School Act*:

"By a date set by the board, a school planning council must prepare and submit to the board a school plan for the school in respect of improving student achievement and other matters contained in the board's accountability contract relating to that school." 8.3(2)

"A school planning council must consult with the parents' advisory council during the preparation of the school plan." 8.3(3)

School plans are part of a provincial accountability framework to improve student results. Plans developed by School Planning Councils are connected to district accountability contracts, Aboriginal Education Enhancement Agreements and the Ministry of Education district review process. These processes collect and analyze information related to student achievement, develop and implement plans for improvement, review results and communicate with the public.

School Planning Councils are a vehicle through which parents, students and teachers can influence decision-making at the school level. To support and strengthen the contributions

of School Planning Councils (SPCs) and to further support the role of School Planning Councils in decision-making at the school level, the Ministry of Education identified and focused on four key strategies, outlined below. The Ministry will continue to provide learning opportunities for SPCs through both traditional and web-based training sessions, and will focus on the important role of School Planning Councils in the District Review and Accountability Contract processes, and within the school organization.

In order to focus on strategic priorities, this objective has been discontinued in the 2006/07 - 2008/09 Service Plan. However, the work to build the capacity of School Planning Councils remains an important focus for the Ministry, and will be continued.

Strategies

To provide training opportunities to build capacity in School Planning Councils —
The Ministry chose this strategy because SPCs are still in the developmental stage. This strategy has produced innovative ways to build School Planning Council capacity, including the development of the Wellman Series (a two-part series to train SPCs in the use of data — this series focussed on school planning, and was offered throughout the Province). The Wellman Series was developed by the Ministry of Education and Bruce Wellman. Other projects include:

- A School Planning Council resource document is under development;
- School Planning Councils/ Parent Leadership will be discussed at the week-long Short Course for Principals in July of 2006

To focus on the role of School Planning Councils in District Reviews —
The Ministry chose this strategy to encourage inclusion and engagement of SPCs in local planning, and to concentrate on the involvement of parents in the planning process. To determine the level of parental involvement and participation in School Planning Councils, the Ministry looked at parental involvement as a component of District Reviews. The results of the 19 district reviews completed in 2005/06 indicated that on average, 84% of school districts are meeting expectations in the area of parental involvement.[22] This indicates that school districts are engaged with parents and School Planning Councils in planning processes in schools.

[22] Point of Inquiry # 8 can be found in the District Review Guide at: http://www.bced.gov.bc.ca/review/reviewguide.pdf.

To focus on the role of School Planning Councils in Accountability Contracts — The Ministry chose this strategy to encourage SPC involvement in a key accountability document. The Ministry's progress on this strategy to date is:

- 88 per cent of the Accountability Contracts refer directly to working with School Planning Councils and 62 per cent outline their processes to engage parents. These include utilizing:
  - A mini district review in each school
  - An annual retreat
  - Planning days
  - Focus groups

As well, many of the Accountability Contracts refer to providing training for SPCs.

To focus on the role of School Planning Councils within the school organization — The Ministry chose this measure in order to provide the school principal and the School Planning Council with greater authority to develop and implement School Growth Plans and to connect the required resources to each education goal. As a result of work undertaken by the Ministry, in conjunction with 11 interested school boards, a pilot project on Student Centered Leadership has been initiated.

Student Centered Leadership refers to a process of collaborative decision-making that takes place at the local school level. In this model, decisions that affect students are made as close as possible to the students themselves, with the full participation of parents, teachers, principals, vice-principals, School Planning Councils, and the community. Schools have the capacity and the authority to use available resources in a way that allows them to achieve the best results.

The Ministry will assist interested school boards by facilitating planning for implementation and coordinating training efforts. The Ministry will also provide incentive funding to assist with the administrative costs during the pilot phase.

Performance Measures

The Ministry's initial work to develop a performance measure for each of the strategies listed above revealed the difficulty in quantifying these concepts. The Ministry has determined that a better approach is to use data in the District Reviews relating to parental involvement, as a measure of increasing School Planning Council capacity.

Deregulation

In support of Government's commitment to reduce the regulatory burden in British Columbia, the Ministry of Education developed a three-year deregulation plan to reduce its regulatory requirements by 23 per cent by June 2004. The deregulation plan supports the Ministry's objective to increase school board autonomy through deregulation and streamlining processes, while creating an environment of accountability. The Ministry met and exceeded its target, achieving a 25.7 per cent reduction by June 2004, and has built

on this trend by reducing the regulatory burden by 27.4 per cent as of March 2005, and by 33 per cent as of March 2006. The Ministry has committed to maintaining this reduced level of regulatory requirements through 2006/07.

In addition to reducing regulatory requirements, the Ministry actively supports Government's commitment to 'smart regulation' — focusing regulatory activities on outcomes. Student achievement and system accountability remain two key outcomes for the Ministry of Education.

	2002/03	2003/04	2004/05	2005/06	Totals	2006/07
Target	-12%	-8%	-3%	0% increase	-23%	0% increase
Achieved	-13.9%	-11.8%	-1.7%	-5.6	-33%	—

Report on Resources

The Report on Resources section compares projected spending to actual spending for the Ministry of Education's operating budget, and breaks down Ministry expenses by core business area. In addition, projected and actual FTEs (full-time equivalents) are reported.

For the 2005/06 fiscal year, the Ministry of Education experienced significant variances in the following categories:

Public Schools — $126 million resulting from the teacher job action in October, 2005 was re-distributed within the education system.

Independent Schools — $5 million above budget reflects $6 million cost to fully fund special needs students, offset by $1 million enrolment savings.

Debt Service and Amortization — $23 million below budget resulted primarily from lower than anticipated interest rates, higher than expected sinking fund earnings and reduced capital spending.

Early Learning and Literacy — $14.5 million above budget due to additional grants to support innovative literacy programs such as Literacy Now and the OneCard Library Program.

Total Variance

The Ministry of Education's total expenditures for the fiscal year ended March 31, 2006 were $5,070,781,367 or approximately $3 million less than the Estimate budget of $5,073,905,000.

Resource Summary Table 2005/06

Core Business Areas	Estimated	Other Authorizations[1]	Total Estimated	Actual	Variance
Operating Expenses ($000)					
Public Schools	4,264,295		4,264,295	4,267,538	3,243
Independent Schools	186,629		186,629	191,563	4,934
Debt Service and Amortization	546,385		546,385	523,422	(22,963)
Early Learning and Literacy	20,008		20,008	34,553	14,545
Management Services	12,354		12,354	11,778	(576)
Executive and Support Services	44,234		44,234	41,927	(2,307)
Sub-Total Operating Expenses	**5,073,905**		**5,073,905**	**5,070,781**	**(3,124)**
Adjustments of Prior Year Accruals[2]				**(166)**	**(166)**
Total	**5,073,905**		**5,073,905**	**5,070,615**	**(3,290)**
Full-time Equivalents (FTEs)					
Early Learning and Literacy	12		12	11	(1)
Management Services	85		85	80	(5)
Executive and Support Services	216		216	207	(9)
Total	**313**		**313**	**298**	**(15)**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)					
Management Services	95		95	0	(95)
Executive and Support Services	9,650		9,650	4,947	(4,703)
Total	**9,745**		**9,745**	**4,947**	**(4,798)**
Capital Plan ($000)					
Public Schools	170,300	0,000	170,300	149,135	(21,166)
Total	**170,300**	**0,000**	**170,300**	**149,135**	**(21,166)**

[1] "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies.

[2] Adjustment of prior year's accruals. Amounts reflect adjustment of prior year's expense accruals which were credited to Ministry expense and not available for the Ministry to spend.

SUCH Sector Income Statement

For the 2005/06 fiscal year, the actual revenues and expenditures for school districts were less than budget projections. Reduced revenues are primarily due to provincial government contribution adjustments for the teachers' October, 2005 strike. The variance in expenses is primarily due to reduced salaries relating to the October, 2005 strike, partially offset by increased operating costs as some of the returned strike savings were directed to non-salary expenditures such as learning resources.

School Districts	2005/06 Budget	2005/06 Actual	Variance
Combined Income Statement ($000)			
Total Revenue	4,848,000	4,821,000	(27,000)
Total Expense	4,781,000	4,629,000	(152,000)
Operating Results	67,000	192,000	125,000
Gain (Loss) on sale of Capital Assets	4,000	8,000	4,000
Net Results	**71,000**	**200,000**	**129,000**

Major Capital Projects

The Ministry had one capital project with a budget in excess of $50 million for the reporting period.

Project Description: New Westminster Secondary School Replacement

A new 2,400-secondary student capacity school was proposed to replace the existing 2,025-capacity New Westminster Secondary School and existing District Administration Offices; and to renovate the existing District Maintenance Facility.

Project Status

The NWSS project was tendered in late 2005 and was significantly over budget. The Ministry has assigned an independent consultant to review the project and make recommendations on the future scope and management of the project. Once the project scope and budget are confirmed, the Ministry will determine how and when the project will proceed.

Annual Report Appendices

Appendix A: Changes from 2005/06–2007/08 Service Plan Update — September 2005 Compared to 2006/07–2008/09 Service Plan

GOALS		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
Goal 1: Improved student achievement	**Goal 1**: Improved student achievement	No change
Goal 2: A high quality performance-oriented education system	**Goal 2**: A high quality performance-oriented education system	No change

OBJECTIVES		
Objective 1.1: British Columbians are highly literate	**Objective 1.1**: British Columbians are highly literate	No change
Objective 1.2: B.C. children live healthy lifestyles and make responsible life choices	**Objective 1.2**: B.C. children live healthy lifestyles and make responsible life choices	No change
Objective 1.3: Achievement will improve for all students	**Objective 1.3**: Achievement will improve for all students	No change
Objective 2.1: An environment of choice and flexibility exists in the K–12 education system		Discontinued in the 2006/07–2008/09 Service Plan. However, the Ministry remains committed to promoting and supporting choice and flexibility within the K–12 system
Objective 2.2: Focus on teaching and learning		Discontinued in the 2006/07–2008/09 Service Plan. However, the Ministry will continue to support and encourage excellence in teaching

OBJECTIVES		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
Objective 2.3: Continued emphasis on accountability measures, including District Reviews, Accountability Contracts, School Planning Councils, and Aboriginal Education Enhancement Agreements	**Objective 2.3**: Continued emphasis on accountability	Slight wording change
Objective 2.4: Build capacity of School Planning Councils		Discontinued in the 2006/07–2008/09 Service Plan. However, the Ministry remains committed to building School Planning Council capacity, especially through increased parental involvement.
	Objective 2.1: Focus on citizen-centered service delivery	New measure in the 2006/07–2008/09 Service Plan
	Objective 2.2: Focus on career development	New measure in the 2006/07–2008/09 Service Plan

STRATEGIES		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
Strategy 1: To focus on data-based decision-making through assessing performance, measuring progress, reporting results and managing overall system performance	**Strategy 23**: To continue to focus on data-based decision-making through assessing performance, measuring progress, reporting results and managing overall system performance	Slight wording change
Strategy 2: To focus on Early Childhood Learning so children are better prepared for Kindergarten	**Strategy 1**: To work in partnership with the Ministry of Children and Family Development (MCFD) to focus on early learning so children are better prepared for Kindergarten.	Slight wording change
Strategy 3: To build community capacity in order to address local literacy needs	**Strategy 2**: To assist communities in building capacity in order to address local literacy needs for all ages	Slight wording change

STRATEGIES		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
Strategy 4: To improve literacy across all segments of society through collaborations and partnerships between public libraries and the education system (schools), post-secondary institutions and all levels of government		Discontinued as a strategy in the 2006/07–2008/09 Service Plan. However, the Ministry is still committed to encouraging collaborations and partnerships between public libraries and the education system as an important strategy towards reaching Government's education and literacy goals.
Strategy 5: To improve literacy by facilitating access to information by: • Building a province-wide virtual reference service • Implementing the OneCard system for all B.C. public libraries	**Strategy 3**: To improve literacy by facilitating access to information by: • Building a province-wide virtual reference service • Implementing the OneCard system for all B.C. public libraries	No change
Strategy 6: To improve literacy through a comprehensive plan designed to support students who struggle with literacy	**Strategy 4**: To improve literacy through grants to school districts for projects designed to help students who struggle with literacy	Slight wording change
Strategy 7: To take a national leadership role on literacy, through the Council of Ministers of Education, Canada	**Strategy 5**: To take a national leadership role on literacy, through the Council of Ministers of Education, Canada	No change
Strategy 8: To focus on Health-Promoting Schools through: • Actions Schools! BC • New curriculum on Health and Career Planning • New Physical Education Curriculum K–7 • Guidelines for selling healthy foods in schools	**Strategy 6**: To focus on Health-Promoting Schools by emphasizing the following initiatives: • Action Schools! BC • New curriculum on Health and Career Planning • New Physical Education Curriculum K–7 • Guidelines for selling healthy foods in schools	Slight wording change

STRATEGIES		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
Strategy 9: To set expectations that school districts and schools address safety in school and district plans	**Strategy 7**: To set expectations that school districts and School Planning Councils address safety in school and district plans. In Independent Schools, school and student safety is addressed by ensuring that schools have student policies and practices in place through the external evaluation and mandatory inspection process	Definition expanded slightly
Strategy 10: To establish a Teachers' Employment Registry	**Strategy 24**: To establish a Teachers' Employment Registry	No change
Strategy 11: To report achievement information on students through assessing, measuring, monitoring and reporting results and managing overall system performance by reporting achievement levels on: • Overall student population • Male/Female students • Aboriginal students • ESL students • Special Needs Students • French Immersion students	**Strategy 13**: To make public student achievement information through assessing, measuring, monitoring and publicly reporting results and managing overall system performance by reporting achievement levels on: • Overall student population • Male/Female students • Aboriginal students • ESL students • Students with Special Needs • French Immersion students	Slight wording change
Strategy 12: To expand course and program choices available to students by increasing alternative service delivery methods		Discontinued as a strategy in the 2006/07–2008/09 Service Plan. However, the Ministry will continue to meet its commitment to provide students (especially those in remote and rural areas) with better access to courses and resources.

STRATEGIES		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
Strategy 13: To expand program options for industry training	**Strategy 19**: To increase the number of students who participate in: • Secondary School Apprenticeship (SSA) programs • Career Technical Centre (CTC) partnerships/and Accelerated Enrolment in Industry Training (ACE-IT) programs	Focus changed to participation in industry training programs, instead of opportunities to participate.
Strategy 14: To promote quality teaching through a focus on professional development for principals and vice-principals through the Supervision for Learning project		Discontinued as a strategy in the 2006/07–2008/09 Service Plan. However, the Ministry remains committed to professional development for educational leaders, and is engaging partners in succession planning for this group.
Strategy 15: To review Integrated Resource Packages (IRPs) and identify essential learning to clarify provincial expectations		Discontinued as a strategy in the 2006/07–2008/09 Service Plan. However, the Ministry will continue to review and revise IRPs as needed, to ensure they are as effective as possible.
Strategy 16: To continue to require annual school plans, annual district accountability contracts and annual district reviews, under the terms of the Accountability Framework. As well, to continue to work with school boards to complete Aboriginal Education Enhancement Agreements	**Strategy 20**: To require annual school plans, annual Accountability Contracts and District Reviews, and make them publicly available **Strategy 21**: To complete Aboriginal Education Enhancement Agreements for all districts and make them publicly available	Split into two separate strategies.
Strategy 17: To develop reporting requirements for schools and school districts related to class size, teacher hiring, terminations, disciplinary actions and professional development	**Strategy 22**: To develop reporting requirements for schools and school districts related to class size, teacher hiring, terminations, disciplinary actions and professional development	No change

STRATEGIES		
2005/06 – 2007/08 Service Plan Update — September 2005	**2006/07 – 2008/09 Service Plan**	**Changes**
Strategy 18: To provide training opportunities to build capacity in School Planning Councils	**Strategy 25**: To enhance parental involvement in School Planning Councils by designing a data literacy training model which will train parents in the use of data to make effective recommendations in school plans, providing regional support through webcasts, and by monitoring and assessment processes	The School Planning Council strategies from the 2005/06 – 2007/08 Service Plan Update — September 2005 were redefined to focus on the issue of parental involvement in School Planning Councils
Strategy 19: To focus on the role of School Planning Councils in District Reviews		
Strategy 20: To focus on the role of School Planning Councils in Accountability Contracts		
Strategy 21: To focus on the role of School Planning Councils in the school organization		
	Strategy 10: To develop new teacher, student and parent resources related to healthy eating and physical activity	New strategy in the 2006/07 – 2008/09 Service Plan
	Strategy 11: To develop new teacher and student resources to combat the use of crystal meth	New strategy in the 2006/07 – 2008/09 Service Plan
	Strategy 12: To maintain zero tolerance of bullying in B.C. schools	New strategy in the 2006/07 – 2008/09 Service Plan
	Strategy 14: To continue to improve collaboration and cooperation with other ministries, agencies and organizations	New strategy in the 2006/07 – 2008/09 Service Plan
	Strategy 8: To develop and implement B.C.'s framework for Health-Promoting Schools	New strategy in the 2006/07 – 2008/09 Service Plan
	Strategy 9: To work in partnership with the Ministry of Agriculture and Lands and the Ministry of Health to implement and evaluate B.C.'s Fruit and Vegetable Program (where students will be provided with two servings per week of fresh B.C. fruits and vegetables)	New strategy in the 2006/07 – 2008/09 Service Plan

STRATEGIES		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
	Strategy 15: To focus on School Community Connections in order to integrate services and build community capacity	New strategy in the 2006/07–2008/09 Service Plan
	Strategy 16: To continue to focus on the 2004 Graduation Program as a means to prepare students for their futures after graduation	New strategy in the 2006/07–2008/09 Service Plan
	Strategy 17: To focus on Advancement Via Individual Determination (AVID) as a means to help students in the middle academic range realize their full potential	New strategy in the 2006/07–2008/09 Service Plan
	Strategy 18: To focus on the Education Planner as a planning resource that helps secondary students make good decisions regarding their education and career options	New strategy in the 2006/07–2008/09 Service Plan

PERFORMANCE MEASURES		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
1. National and/or International assessment results (SAIP)	5. National and International Assessment Results (SAIP/PCAP and PISA)	No change[1]
2. Percentage of schools taking part in Ready, Set, Learn open house events		Discontinued as a measure in the 2006/07–2008/09 Service Plan — the Ministry will continue to support and encourage schools to hold open house events to help parents prepare their children for school
3. Number of community literacy plans in place through Literacy Now		Discontinued as a measure in the 2006/07–2008/09 Service Plan — the Ministry will continue to support and encourage communities to develop community literacy plans through Literacy Now.
4. Number of national literacy research projects aligned with provincial priorities		Discontinued as a measure in the 2006/07–2008/09 Service Plan — the Ministry will continue to use its leadership role (through the Council of Ministers, Canada) to promote literacy at the national level and will continue to advocate for the alignment of provincial and national priorities in order to advance literacy results.
5. Percentage of school districts with School Community Connections agreements planned or in place		Discontinued as a measure in the 2006/07–2008/09 Service Plan — the Ministry continues to support the SCC project and the goal of making the best possible use of underutilized school facilities.
6. ALLS (Adult Literacy and Life Skills Survey) — under development	2. Adult Literacy — IALSS (International Adult Literacy and Skills Survey) — the percentage of adults in B.C. who read at Level 3 or above	Measure defined (previously under development)

[1] For the 2005/06–2007/08 Service Plan Update — September 2005, the latest data to report for this performance measure (National and International Assessment) were from SAIP — Student Achievement Indicators Program. However, for the 2005/06 Service Plan Report, the latest data available at the time the report was prepared were from PISA — Programme for International Student Assessment.

PERFORMANCE MEASURES		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
7. EDI (Early Development Index) — under development	4. School Readiness — EDI (Early Development Instrument)	This measure has been defined in the 2006/07–2008/09 Service Plan (measure was previously "under development") as "the percentage of children who enter Kindergarten ready to learn"
8. Learning to stay healthy: A. Percentage of parents who report their child is learning how to stay healthy at school B. Percentage of students who report learning how to stay healthy at school		Discontinued in 2006/07–2008/09 Service Plan — however this question remains in the Satisfaction Survey, and the Ministry will continue to monitor satisfaction in this area
9. Number of schools participating in the Action Schools! BC program		Discontinued as a measure in the 2006/07–2008/09 Service Plan because the Ministry determined that a better measure would be to ask students to report the amount of time they spend engaged in physical activity — however, the ActionSchools! program remains an important component of the Government's ActNow initiative.
10. Proportion of healthy foods for sale in schools		Discontinued as a measure in the 2006/07–2008/09 Service Plan — however, the Ministry will continue to monitor this issue as part of its commitment to ban the sale of junk food in schools by 2009.
11. Percentage of school district Accountability Contracts that address safety		Discontinued as a measure in the 2006/07–2008/09 Service Plan — however, safety is still a priority, and the Ministry will continue to monitor Accountability Contracts for content relating to safety.
12. Completion rates	1. Completion Rate	No change

PERFORMANCE MEASURES		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
13. Provincial Assessment results • FSA • Graduation Program Exams	3. Reading and Numeracy Skills — FSA (Reading Grades 4 and 7)	Measure redefined to focus on FSA only, in support of the Government's and Ministry's literacy goals
14. Transition rates: A. Grade to Grade B. To post-secondary education or the workforce	9. Transition rate — to post-secondary education	Measure changed to focus only on transition rate to post-secondary education.
15. Percentage of public school students and parents satisfied with education program choices available to them	8. Satisfaction — percentage of public school parents and secondary school students who are satisfied with the education program choices available to them	Wording changed slightly
16. Participation in distributed learning programs		Discontinued as a measure in the 2006/07–2008/09 Service Plan — however, distributed learning remains an important program, offering choice and flexibility to students.
17. Number of choice programs available		Discontinued as a measure in the 2006/07–2008/09 Service Plan — however, the Ministry will continue to monitor the number of choice programs through the Ministry's School Choice website at: http://www.achievebc.ca/choices/search_about.aspx
18. Number of course challenges in the transcripts and examinations system (TRAX)		Discontinued as a measure in the 2006/07–2008/09 Service Plan because the measure was not robust (did not measure what it was intended to measure).
19. Number of students participating in industry training programs	10. Participation in industry training programs	Changed from measuring enrolment to participation.

PERFORMANCE MEASURES		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
20. Number of principals and vice-principals successfully completing the Supervision for Learning program		Discontinued as a measure in the 2006/07–2008/09 Service Plan — however professional development of educational leaders will continue through the British Columbia Education Leadership Council.
21. Integrated Resource Packages: A. Number of Integrated Resource Packages (IRPs) reviewed B. Number of learning outcomes in IRPs that have been streamlined or eliminated		Discontinued as a measure in the 2006/07–2008/09 Service Plan — however, the Ministry will continue to review and revise IRPs as needed, to ensure they are as effective as possible.
22. Percentage of school district Accountability Contracts, District reviews, and Aboriginal Enhancement agreements that focus on student achievement		Discontinued as a measure in the 2006/07–2008/09 Service Plan because the target of 100% has been achieved. However, the Ministry will still strive to maintain the target of 100%.
23, 24, 25, 26. A qualitative and/or quantitative performance measure is under development for each of the 4 strategies under Objective 7 (Build capacity of School Planning Councils)		Discontinued as a measure in the 2006/07–2008/09 Service Plan — however, the Ministry continues to support and encourage increased capacity in School Planning Councils, and will work towards this through the strategy in the 2006/07–2008/09 Service Plan dealing with enhancing parental involvement in School Planning Councils.
	6. Rate of tobacco use — percentage of 15-to-19-year-olds who smoke (based on BC STATS CHESS survey)	New measure in the 2006/07–2008/09 Service Plan
	7. Rate of physical activity in K–12 students (measured by new question in the Satisfaction Survey)	New measure in the 2006/07–2008/09 Service Plan

PERFORMANCE MEASURES		
2005/06–2007/08 Service Plan Update — September 2005	**2006/07–2008/09 Service Plan**	**Changes**
	11. Parental involvement — percentage of school districts who meet expectations related to the parental involvement component in the District Review	New measure in the 2006/07–2008/09 Service Plan
	12. Achieving results — percentage of school districts who meet expectations related to the achieving results component in the District Review	New measure in the 2006/07–2008/09 Service Plan

Appendix B: Education Partners

BCAFN B.C. Assembly of First Nations — http://www.bcafn.ca/.

The British Columbia Assembly of First Nations works with the Ministry of Education on a variety of issues to advance the quality of education in First Nations communities. It is an active member of the Education Advisory Council.

BCBC Business Council of B.C. — http://www.bcbc.com/.

The Business Council of British Columbia consists of approximately 200 businesses active in British Columbia. The BCBC is involved with the Ministry of Education as a member of the Education Advisory Council. The Business Council is also a board member of the Computers for Schools initiative, and is involved in a myriad of issues related to education, skills development and training.

BCCPAC B.C. Confederation of Parent Advisory Councils — http://www.bccpac.bc.ca/.

The British Columbia Confederation of Parent Advisory Councils brings together District Parent Advisory Councils on a provincial level to ensure a strong voice for parents in the education system. The BCCPAC is an active member of the Education Advisory Council and the Learning Roundtable.

BCCT B.C. College of Teachers — http://www.bcct.ca/default.aspx.

The British Columbia College of Teachers is a statutory body that regulates education. It issues qualifications and conducts reviews of its members under the authority of the *Teaching Profession Act of 1987*. The B.C. College of Teachers is an active member of the Education Advisory Council.

BCFL B.C. Federation of Labour — http://www.bcfed.com/bcINDEX.

The B.C. Federation of Labour represents affiliated unions across the province and has more than 470,000 members, including many of those employed in the education sector. The B.C. Federation of Labour is represented on the Education Advisory Council.

BCPSEA B.C. Public School Employers' Association — http://www.bcpsea.bc.ca/public/index.html.

The British Columbia Public School Employers' Association is the bargaining body for school boards, negotiating with teaching and support staff across the province. The BCPSEA has a seat on the Education Advisory Council.

BCPVPA B.C. Principals' & Vice-Principals' Association — http://www.bcpvpa.bc.ca/.

The B.C. Principals' & Vice-Principals' Association gives a collective voice to the administrators of the public school system. The BCPVPA is able to represent its members with the Ministry of Education through venues such as the Education Advisory Council and the Learning Roundtable.

BCSDSTA B.C. School District Secretary Treasurers' Association — http://www.bcsdsta.ca/index.html.

The B.C. School District Secretary Treasurers' Association represents business officials working in school districts. The Association works within education through a variety of committees, such as the Accounting Advisory Committee. The BCSDSTA is also a member of the Education Advisory Council.

BCSSA B.C. School Superintendents' Association — http://www.bcssa.org/.

The B.C. School Superintendents' Association advocates quality public education for all of its members. More than 200 Superintendents and their affiliates from across the province form the BCSSA. The Association is also a member of the Education Advisory Council and the Learning Roundtable.

BCSTA B.C. School Trustees' Association — http://www.bcsta.org/pub/pubindex.htm.

The B.C. School Trustees' Association represents the voice of school trustees across the province. At the provincial level the BCSTA is involved in numerous initiatives, and is active on the Education Advisory Council and the Learning Roundtable.

BCTF B.C. Teachers' Federation — http://www.bctf.bc.ca/.

The B.C. Teachers' Federation represents public school teachers employed in the Province of British Columbia. The federation is active in almost all aspects of the education system and is a member of the Education Advisory Council and the Learning Roundtable.

CUPE Canadian Union of Public Employees — http://www.cupe.bc.ca.

The B.C. Canadian Union of Public Employees is British Columbia's largest labour union. They represent over 110,000 workers across the province. BCCUPE is actively involved in discussions surrounding education in the province, and is a member of the Education Advisory Council.

FEA (CSF) Francophone Education Authority — http://www.csf.bc.ca/.

The Conseil Scolaire Francophone (the Francophone Education Authority) represents francophone schools throughout British Columbia. They are committed to the development of a strong and vibrant French community in B.C.. The Authority is a member of the Education Advisory Council.

FISA Federation of Independent School Associations — http://www.fisabc.ca/.

The Federation of Independent School Associations represents over 250 schools across the province and is dedicated to promoting the possibilities of plurality within British Columbia's education system. FISA is also a member of the Education Advisory Council.

FNESC First Nations Education Steering Committee — http://www.fnesc.bc.ca/.

The First Nations Education Steering Committee is an organization that facilitates communication and discussion surrounding education both within and outside First Nations Communities. The committee also acts as a liaison with government. The Steering Committee is a member of the Education Advisory Council.

PSEC Public Sector Employers' Council — http://www.psec.gov.bc.ca/.

PSEC Public Sector Employers' Council is a fifteen member body made up of Ministers or Deputy Ministers, the Commissioner of the Public Service and representatives from the six public sector employers' associations. The Council coordinates the management of labour relation policy and practices.

Faculties of Education:

Malaspina University-College http://www.mala.ca/calendar/index.asp.

Okanagan College http://web.ubc.ca/okanagan/education/welcome.html.

Simon Fraser University http://www.educ.sfu.ca/.

Trinity Western University http://www.twu.ca/undergraduate/programs/education/.

University of British Columbia http://educ.ubc.ca.

University College of the Fraser Valley http://www.ucfv.ca/ece.htm.

University of Northern British Columbia http://www.unbc.ca/education/.

University of Victoria http://www.educ.uvic.ca/.

Appendix C: Data Table for Performance Measures

1. National and/or International Assessment Results — PISA 2003

Source: The Organization for Economic Co-operation and Development (OECD)

Collection Method: PISA is based on a sample of 15-year-old students.

Reporting Period: Three cycles of PISA have been planned. Each cycle devotes two-thirds of testing time to a major literacy domain: Reading in 2000, Mathematics in 2003, and Science in 2006.

Data Reliability: Sampling and Measurement error — The PISA results are based on a sampling of 15-year-old B.C. students. Also, the questions assess aspects of the underlying skill or knowledge, but not all of the students' knowledge of the topic. Therefore, there is both sampling and measurement error associated with the score. The average score should be understood as an estimate of a real score that may be higher or lower. This range is expressed as a "confidence interval".

Confidence Interval — If the confidence intervals of two scores overlap, they should not be considered as being significantly different. The British Columbia score for Mathematics is not significantly different from the scores for Alberta, Quebec, Ontario, or Manitoba. The British Columbia score for Reading is not significantly different from the scores for Alberta, Ontario, or Quebec.

Timeliness: Because PISA is not administered annually, it may not be a sufficiently timely indicator for planning purposes.

2. Percentage of public schools taking part in Ready, Set, Learn open house events

Source: Ready, Set, Learn Evaluation Form for Principals, Ministry of Education.

Collection Method: Submission of the forms by all participating schools is mandatory (linked to financial accountability). All responses are collected directly into a database from the online instrument and are scanned by Ministry staff. The data are transferred into a FileMaker program where they undergo sorting and a final check for accuracy.

Reporting Period: Ready, Set, Learn Evaluation Forms for Principals are administered and submitted electronically each year, due on March 31st of the applicable school year. The results are analyzed and used by the Ministry for planning purposes, and the forms are released to school districts in the summer.

Data Reliability: This indicator is not based on sample measurement. It is a census of all eligible schools, and is therefore valid and reliable.

Timeliness: The data are available annually.

3. Number of community literacy plans in place through Literacy Now

Source: Electronic and physical files associated with the Literacy Now funding application process, collected by 2010 Legacies Now.

Collection Method: Communities apply for Literacy Now funding directly to 2010 Legacies Now. Applications received are recorded, reviewed, and a letter is sent to each community informing them if they have been accepted into the program. All records are stored both electronically and physically. When a community has completed its Literacy Now Plan (detailing what the community plans to do with the funding), it is sent directly to 2010 Legacies Now for review and also filed both electronically and physically.

Reporting Period: Data are monitored frequently as 2010 Legacies Now continues to receive more applications and more Literacy Now Plans. The figure of 28 communities represents the number of communities that have been currently accepted into the Literacy Now program from the time of inception up until December of 2005. As Literacy Now is an ongoing program, the number of communities in the program continues to change each time new communities are accepted into the program.

Data Reliability: N/A

Timeliness: Data are available at almost any time, as they are accessed easily through electronic files. Literacy Now funding application Forms for Principals are submitted each year to 2010 Legacies Now. This year's figures are from the 2005/06 school year.

4. Number of national literacy research projects aligned with provincial priorities

Source: Ministry of Education.

Collection Method: Survey of activities by provincial jurisdictions.

Reporting Period: Annual.

Data Reliability: N/A

Timeliness: Literacy research projects can be surveyed annually, but there are currently no active research projects directly aligned with provincial priorities.

5. Percentage of school districts that have School Community Connections agreements planned or in place

Source: The School Community Connections (SCC) program is jointly managed by the B.C. School Trustees' Association (BCSTA) and the Union of B.C. Municipalities (UBCM) on behalf of the Ministry of Education.

Collection Method: SCC agreements.

Reporting Period: April 2005 to March 2006.

Data Reliability: The method of collection is reliable. However, to confirm the reliability of this measure as an indicator of strengthened connections between schools and communities, the effectiveness of the SCC programs themselves would have to be evaluated.

Timeliness: SCC agreements can be counted annually.

6. International Adult Literacy and Skills Survey (IALSS)

Source: The International Adult Literacy and Skills Survey (IALSS) is a joint project of the Government of Canada, the US National Center for Education Statistics (NCES) and the Organization for Economic Cooperation and Development (OECD).

Collection Method: The IALSS used a cross-sectional multi-stage sample design. The sampling unit was the household. The sampling frame was the 2001 Census of Population (reference date, May 15th). A stratified multi-stage probability sample design was used to select the sample from the census frame. The IALSS tested more than 23,000 Canadians in 2003 on their skills proficiency in four scales: prose, document, numeracy and problem-solving. Skills were rated on the basis of levels one to five, that is, lowest to highest.

Reporting Period: The challenge in using the IALSS as a performance measure is that it is conducted sporadically. It was conducted in 1994 and in 2003, with the next survey scheduled for 2009. At present, however, there is no other tool that adequately measures adult literacy in a timely manner.

Data Reliability:

1. Coverage:
   It is estimated that the coverage for the survey was 98.5 per cent nationally, with provincial averages ranging from 95 per cent to nearly 100 per cent.

2. Response Rate:
   The response rate was 65.6 per cent nationally, with provincial rates ranging from 59.5 per cent to 75.4 per cent.

3. Coefficient of Variation (CV):
   The quality of the estimates is assessed using estimates of their CVs. Jackknife replicate weights are used to establish the CVs of the estimates. The following guidelines are recommended:
   - If the CV is less than 16 per cent, the estimate can be used without restriction;
   - If the CV is between 16 per cent and 33 per cent, the estimate should be used with caution;
   - If the CV is 33 per cent or more, or if the estimate is based on fewer than 30 observations, then the estimate should not be released.

Timeliness: Conducted sporadically. May not be timely.

7. Early Development Instrument (EDI)

Source: Human and Early Learning Partnership (University of British Columbia — funded by the Ministry of Children and Family Development, the Ministry of Education, and the Ministry of Health).

Collection Method: The EDI questionnaire is administered by teachers in February. Data returned by school districts in May are entered, aggregated, analyzed, and mapped by the following fall.

Reporting Period: Kindergarten teachers in B.C. began to collect data for EDI in 1999/2000, and as of March 2004, all 60 school districts had collected EDI data. Not all districts are covered in any one year.

Data Reliability: The data are based on a 'comprehensive survey' of K-grade students in participating schools — i.e., an attempt is made to survey all K-grade students.

Timeliness: Because the EDI is collected over a span of years, updates are not available annually and they cannot be attributed to a specific year. At this time, there has been one complete cycle of data collection, covering all districts (some districts have participated in more than one year).

8. Learning to stay healthy:

A: Percentage of parents who report their child is learning how to stay healthy at school

B: Percentage of students who report learning how to stay healthy at school

Source: Satisfaction Survey, Ministry of Education.

Collection Method: All responses are either scanned by Ministry staff, or collected directly into a database from the online instrument. The data are transferred into the Education Data Warehouse, where they undergo a final check for accuracy.

Reporting Period: Satisfaction Surveys are administered electronically and physically each year, from January to March and the results are released in late Spring/early Summer, on the Ministry's website.

Data Reliability: An annual technical analysis of the survey questions is conducted and those analyses have shown the survey instrument to be valid and reliable.

Timeliness: The data are available annually.

9. Number of schools participating in the Action Schools! BC program

Source: Action Schools! BC is a partnership between the Ministry of Health and the Ministry of Education and is administered through Legacies Now.

Collection Method: Legacies Now records registrations in the Action Schools! BC program.

Reporting Period: Annual.

Data Reliability: The collection method is reliable. However, to confirm the reliability of this measure as an indicator of successful promotion of physical activity, healthy eating, and reduced harmful behaviour, the effectiveness of the Action Schools! BC programs themselves would have to be evaluated.

Timeliness: Counts can be provided annually.

10. Proportion of healthy foods for sale in schools

Source: Ministry of Education.

Collection Method: The data represent only vending machine products sold in B.C. schools. Food sold in cafeterias, school stores and fundraising events is not included in this measure, but will be monitored in the future.

Reporting Period: Annual.

Data Reliability: The method of collection is reliable, but there can be many other sources of food in schools. This measure may miss a significant proportion of food consumed in schools.

Timeliness: The data will be available annually.

11. Number of school district Accountability Contracts that address safety

Source: District Accountability Contracts, Ministry of Education.

Collection Method: Contracts are submitted to the Ministry of Education by school districts. Contract guidelines are available on the Ministry website.

Reporting Period: Each year, the District Contract is submitted on or before October 31.

Data Reliability: This indicator is not based on sample measurement. It is a census of all school districts, and is therefore valid and reliable.

Timeliness: New data are available every year as part of an annual accountability reporting cycle.

12. Completion Rates

Source: Ministry of Education — data for Completion Rates are based on the Ministry's 1701 form, student transcripts, and provincial exams.

Collection Method: This measure quantifies the proportion of Grade 8 students who graduate within six years of entering secondary school for the first time. Schools and school districts provide the Ministry with the number of courses leading to graduation and the school marks for both examinable and non-examinable courses. The data are then transferred into the Education Data Warehouse, where it undergoes a final check.

Data Reliability: Completion Rate estimates are based on a statistical model that corrects for out-migration. This introduces a small degree of error in the estimates. Results are based on PEN's, and schools providing course data on time. The system is checked biannually to ensure there are no instances of more than one student sharing the same PEN (less than .002 per cent).

Reporting Period: The data are collected from July through October, with the results publicly reported in November of each year.

Timeliness: The rate is available in February each year.

13. Provincial Assessment Results

Source: Ministry of Education.

Collection Method: The Foundation Skills Assessment is administered annually to all students in Grades 4 and 7, and focuses on Reading, Writing and Numeracy because these skills form the foundation for other learning.

Reporting Period: FSA testing is conducted annually, with the tests administered in May and the results reported in September, on the Ministry's website.

Data Reliability: This indicator is not based on sample measurement. It is intended as a census of all students in the targeted grades, and is therefore valid and reliable. Multiple forms are used for the FSA, which means that to produce a comparable score for each participant, a measurement error and a confidence interval is associated with each adjusted score.

Timeliness: New data are available every year as part of an annual reporting cycle.

14. Transition Rates

A. Grade to Grade (Grade 8 to a Higher Grade)

Source: Student-Level Data Collection, Ministry of Education.

Collection Method: Schools and school districts provide the Ministry with student registration by grade level. The data are then transferred into the Education Data Warehouse, where it undergoes a final check.

Reporting Period: Reported in September and February.

Data Reliability: This is a census of all registered students, and is therefore very reliable.

Timeliness: The data are available annually.

B. To post-secondary education or the workforce

Source: Graduate Transition Survey, Ministry of Education.

Collection Method: Telephone-administered randomly selected survey.

Reporting Period: Fall.

Data Reliability: Based on a randomly selected sample of about 1,000 graduates, these data have a measurement error of about plus or minus 3 per cent.

Timeliness: The data are available annually.

15. Percentage of public school students and parents satisfied with education program choices available to them

Source: Satisfaction Survey, Ministry of Education.

Collection Method: All responses are either scanned by Ministry staff, or collected directly into a database from the online instrument. The data are transferred into the Education Data Warehouse, where it undergoes a final check for accuracy.

Reporting Period: Satisfaction Surveys are administered electronically and physically each year, from January to March and the results are released in late Spring/early Summer, on the Ministry's website.

Data Reliability: An annual technical analysis of the survey questions is conducted and those analyses have shown the survey instrument to be valid and reliable.

Timeliness: The data are available annually.

16. Number of students participating in distributed learning programs

Source: Ministry of Education

- Data for facility type are based on the Ministry's 1601 form — School Data Collection
- Data for student count are based on the Ministry's 1701 form — Student Data Collection

Collection Method: Facility type data and student count data are submitted to the Ministry by schools electronically, based on 1601 and 1701 forms. The Ministry verifies the accuracy of data received.

Reporting Period: The main reporting occurs at the end of September, with a follow-up in February.

Data Reliability: These data are consistently collected and verified on an annual basis, and they represent a census of the school system. They are therefore considered very reliable.

Timeliness: Data are available on an annual basis.

The latest data are from the September 2005 collection. The facility type is pre-printed on the 1601 form and schools are required to verify its accuracy. The number of students includes all school-aged and adult persons enrolled in a Distributed Learning facility and who are working toward a British Columbia Certificate of Graduation.

17. Number of choice programs available

Source: Achieve BC Website and Ministry of Finance.

Collection Method: The count of choice programs is taken from the Choice Finder website (http://www.achievebc.ca/choices/search_about.aspx), and is accurate as of June 22, 2006.

Reporting Period: The data were collected during the 2005/06 school year.

Data Reliability: The School Choices website exists on the Achieve BC site, with the source database hosted on a Ministry of Finance server. At the time of its inception, all but five districts (SD's 8, 46, 82, 84, 87) were participating — and so the coverage of choice programs is reasonably complete province-wide. However, the Choice Finder deals only with traditional means of educational delivery — "Bricks and Mortar" schools.

Timeliness: The Choice Finder database is updated monthly by the Ministry of Finance.

18. Number of course challenges in the transcripts and examinations (TRAX) system

Source: Student Transcripts System, Ministry of Education.

Collection Method: Student transcript information is electronically submitted by schools to the Ministry of Education to determine completion of graduation requirements.

Reporting Period: October

Data Reliability: This indicator is not based on sample measurement. It is a census of all school districts, and is therefore valid and reliable.

Timeliness: The data are available annually.

19. Number of students participating in industry training programs

Source: Ministry of Education, Transcripts data and Industry Training Authority data.

Collection Method: The total number of students participating in industry training programs is compiled from the two independent data sources.

Reporting Period: Updated annually.

Data Reliability: The Ministry used to report only its own data, but the Industry Training Authority provides extensive programs. The combined data are felt to provide a complete measure of industry training in B.C. It is based on registration data from both organizations.

Timeliness: New data are available annually.

20. Percentage of educational leaders successfully completing the Supervision for Learning program

Source: The British Columbia Principals' and Vice-Principals' Association and the British Columbia School Superintendents' Association, in partnership with the Ministry of Education.

Collection Method: The records of participation in the Supervision for Learning program are compiled by the British Columbia Principals' and Vice-Principals' Association and the British Columbia School Superintendents' Association, in collaboration with the Ministry of Education.

Reporting Period: 2005/06 school year.

Data Reliability: The records of participation are considered rigorous and reliable. However, to determine how course participation affects quality of leadership, an evaluation of the impacts of the course on participants would be required.

Timeliness: Available annually.

21. A. Number of Integrated Resource Packages (IRPs) reviewed
B. Number of learning outcomes in IRPs that have been streamlined or eliminated

Source: Ministry of Education.

Collection Method: Counts of IRPs reviewed, and counts of learning outcomes in IRPs that have been streamlined are a regular result of an ongoing IRP review process. There has been an acceleration of reviews in the past school year to accommodate for recent and extensive course revisions related to changes such as the new graduation requirements.

Reporting Period: Data are based on the 2005/06 school year.

Data Reliability: This indicator is based on routine tracking of IRP review and revision. As a by-product of managing this process, it is current and reliable.

Timeliness: Available annually.

22. Percentage of school district Accountability Contracts, District Reviews, and Aboriginal Education Enhancement Agreements that focus on student achievement

Source: Ministry of Education.

Collection Method: These data are compiled from Accountability Contracts by the Ministry of Education.

Data Reliability: The accuracy of this indicator is dependent upon student achievement activities being recorded in Accountability Contracts. It is considered reliable.

Timeliness: New data are available every year as part of an annual reporting cycle.

23. To provide training opportunities to build capacity in School Planning Councils

- N/A — measure not reported

24. To focus on the role of School Planning Councils in District Reviews

- N/A — measure not reported

25. To focus on the role of School Planning Councils in Accountability Contracts

- N/A — measure not reported

26. To focus on the role of School Planning Councils within the school organization

- N/A — measure not reported